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ABSTRACT

A collection of 25 essays dealing with Spanish for bilingual careers in business are included in this volume. The authors, including college faculty from 35 states, students, administrators, authors, and publishers, participated in a conference to exchange ideas on the development and implementation of university level business Spanish programs. Among the topics discussed are rationales for implementing business Spanish programs, domestic and international employment prospects for business Spanish graduates, potential funding sources for program development, existing business Spanish programs at U.S. universities, curriculum models, teaching methods for commercial Spanish classes, instructional materials and resources, proficiency testing, basic commercial Spanish vocabulary, the place of business Spanish in the liberal arts curriculum, and programs for cooperative education. (RW)

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PRODEEDINGS OF THE EMU CONFERENCE ON SPANISH FOR BILINGUAL CAREERS IN BUSINESS

MARCH 18-20, 1982

Edited
by
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INTRODUCTION

On March 18-20, 1982, the Conference on Spanish for Bilingual Careers in Business took place at Hoyt Conference Center on the campus of Eastern Michigan University. This first-of-its-kind conference attracted well over 100 college and university teachers from 35 states, interested in the development of commercial-Spanish courses and programs, as well as students, administrators, authors and publisher's representatives. The purpose of this unique gathering was to promote an exchange of ideas which would facilitate the development of university-level programs to help meet the need for bilingual professionals in our commercial establishment.

Such programs have the potential of attracting large numbers of new students to the study of foreign languages and international affairs. For example, three years after the development of the Language and International Trade Programs in French, German and Spanish at Eastern Michigan University, the Department of Foreign Languages and Bilingual Studies boasted more then 300 majors in this new field. These EMU programs, which have contributed to a remarkable increase in foreign-language course enrollment averaging 40% each year since 1979, now serve as models for other schools where similar revitalizations are under way.

Increasingly, foreign-language educators are planning and implementing courses and programs in business Spanish at colleges and universities across the nation. In order to facilitate the development of these new programs, which represent a major new direction in foreign language education in the United States, the present volume of conference papers has been prepared.

This collection of essays represents the only comprehensive source of information on the present state of this new field in this country. The range of topics is wide. Those seeking justification for the creation of such courses and programs will find articles on rationale, containing arguments which may be advanced to help convince reluctant colleagues and administrators of the vital importance, the academic value and the financial soundness of these endeavors. Present and future prospects for employment of graduates is fully explored, with regard to employment in domestic firms in areas with concentrations of Hispanics such as Miami, and to careers with companies doing international trade and with multinational corporations. Practicing professionals responsible for successful programs explain their ideas and experiences on funding possibilities for the development of such programs. Many papers give details of program components and requirements, together with course descriptions. Other presenters discuss existing textbooks, materials and teaching techniques with which they have personal experience. Presentations on proficiency testing and cooperative education programs, both domestic and foreign, round out the volume.

Great are the difficulties facing present Spanish teachers, whose background normally includes no training in business Spanish, as they create and implement courses in commercial Spanish and Hispanic business practices. The exchange of ideas is essential in the teacher's process of learning what things must be taught and developing methods for doing so. In a spirit of cooperation, we met and shared our perceptions during the conference. In the same spirit of encouragement, the present volume is presented. My best wishes for success to all who approach this collection of papers seeking help in your efforts to establish programs in this new and exciting field.

G.M.V. June, 1982

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ESSAYS ON THE DEVELOPMENT OF BUSINESS-SPANISH CURRICULA: PROCEEDINGS OF THE EMU CONFERENCE ON SPANISH FOR BILINGUAL CAREERS IN BUSINESS

Part One

IMPLEMENTING PROGRAMS IN BUSINESS SPANISH: RATIONALE, FUNDING AND STRATEGIES

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FOREIGN LANGUAGES AND THE BUSINESS WORLD:
A CLOSE PARTNERSHIP

by

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FOREIGN LANGUAGES AND THE BUSINESS WORLD: A CLOSE PARTNERSHIP

Most of our liberal arts institutions present similar approaches to the teaching of language and literature. The first two years are spent in perfecting the four traditional skills of listening, speaking, reading and writing. Upper division courses, designed for language majors, focus on literature, civilization and culture. While respecting this general scheme of the college's operation, a series of carefully selected courses in Business and Foreign Languages can be added to the language program.

It is not difficult to see the complementary nature of the two disciplines, i.e. a sound training in a foreign language should prove an asset in business and reciprocally, a business background should enable a student to put the foreign language to good, practical use.

Why should we internationalize our schools? We are in an era of career exploring. Students are increasingly anxious to enter fields with job promise. Furthermore, in doing this we promote a better understanding among present and future leaders of different nations. International hostilities will also be reduced. Our students will be aware of the socio-economic, political, and organizational climates in different countries.

For many years the student majoring in Spanish has entered the job market as a teacher in public schools, but more and more students realize that they have to compete for jobs in other fields, and, therefore, they

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combine foreign languages with other disciplines, especially business.

In his book The Tongue-Tied American Confronting The Foreign Language Crisis[1], Congressman Paul Simon presents an example of the consequences of the negligence in the study of foreign languages. He states that a college in Illinois in 1969 had 900 students and one French teacher. A decade later, there were 10,000 students and still only one French teacher.

Unfortunately many institutions of higher education still consider that the prestige of a department lies not in the success of language pedagogy of the instructor, but in his/her contributions to literary scholarship. Therefore, many language teacher concentrate their efforts on the publication of papers and in the teaching of courses dealing mainly with literature. In recent years the interest of students has shifted from the traditional language learning toward an interest in how to communicate with people of other countries. They want to have a working knowledge of a foreign language and to be able to use it in their fields of specialization.

We may say that there is a gap between what our students have clearly expressed that they need, and the educational services that the language department has traditionally provided. While the programs of many colleges are already making substantive contributions to satisfy these needs, much more is required for our American students. Many of them do not realize what acquiring a foreign language actually entails, and the many opportunities that are open to them by achieving proficiency in a foreign language. We should inculcate in our students a sense of global perspectives and international values, but this can only be done by better teacher preparation, review and revision of curricular offerings, textbooks, and syllabi.

Many students on our campuses have misconceptions about matters such as the degree to which the United States depends on foreign oil and the reasons for the lack of progress toward world peace.

To merely add international references to programs that have largely existed as domestic concerns, is not going to solve the problem, nor give a sense of international feeling to our present programs. One of our goals should be to lead our students to an awareness and appreciation of the multicultural world in which we live. After all, international studies is synonymous with multicultural studies, and, therefore, one must go from literature and the arts to the customs of daily life, from the spiritualism of religious thought to the secularism of the marketplace, etc.

It is essential that those colleges and universities that want to promote global dimension within their institutions should incorporate an international concept into almost every major course of study. This is especially true in programs with an international orientation, such as Political Sciences, History, Anthropology, Social Work, and Economics. Just by perusing through college catalogues, one can establish which courses are taught on campus with that emphasis.

For this we need, of course, the cooperation and commitment of our campus administrators. College faculty need to be given broader opportunities to review their professional preparation, in order to be up-to-date in the international issues. According to an American Council of Education study, and also according to the Presidential Commission on Foreign Languages and International Studies, of all the certified teachers in the United States, only 5% have received education or training in international subjects. Certainly no language department can afford to have members who are themselves not fluent in the language that they teach. Unfortunately, many high school teachers are unfamiliar with international affairs.

As a result, a vast majority of our high school students graduate without an adequate view of the world, and most of the time they did not even have a course in world geography after twelve years of studies. I, of course, favor strengthening foreign language studies at the elementary level, and increasing the requirements in foreign languages at the secondary school level. Those are the best years for a person to master a language.

If in our institutions we do not include in our offerings courses directly related to international problems, students will go to their professional lives without the least idea of the modern international world that they are about to face. Somewhere their education will have to provide them with the necessary knowledge to be successful in a twenty-century society.

One can make two strong arguments for the establishment of an international studies program. The first is, of course, that such a curriculum widens the intellectual horizon of all students, and, secondly, that this combination of language and business courses is more attractive to many students than a straightforward foreign language program.

Educational imperatives, as well as political and economic demands, call for a return to language study and international learning as an essential part of a college curriculum.

It is a fact that American manufacturers explore new markets abroad, and that, at the same time, foreign investors are expanding their economic ventures in our country. These new markets require specially trained personnel, capable of dealing in several languages and cultures simultaneously.

The increasing importance of foreign trade and the developing of multinational firms present excellent opportunities to the graduate trained in both business and foreign language. A new and growing job market, demonstrated by the number of classified advertisements placed in leading newspapers, awaits those qualified, and offers the experience of travel abroad and excellent remuneration. Therefore, we must prepare our students to function in this multilingual economic world, and not, simply in a domestically-oriented economy.

The policy of our government today tends to increase our exports in order to stabilize the balance of payments, and to halt the devaluation of the dollar. Therefore, many companies are opening many offices abroad in an attempt to capture new markets or expand the existing market. Many times these companies have to employ a person in the foreign country because they do not have in their employ Americans who speak the language in their employ.

It must be said that while there are some 10,000 English speaking Japanese businessmen in the U.S., there are less than 900 Americans in Japan who speak Japanese. Therefore, many American businessmen who rarely speak a foreign language, must compete in overseas markets with entrepreneurs who speak several languages.

In 1977 the Presidential Commission on Foreign Language and International Studies was sponsored by Congressman Paul Simon (Dem. Ill.), who discovered after he was late for an appointment with the late President of Egypt, Anwar el-Sadat, that not one of the four embassy staffers

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escorting him could speak Arabic to their Egyptian drivers. The events in Iran have taught us the cost of self-imposed ignorance. Apparently only 6 out of the 60 U.S. Foreign Service officers spoke Farsi, not including the Ambassador, while Iranian students wrote their messages in English.

The Commission reports Americans' scandalous incompetence in foreign languages, and also explains our dangerously inadequate understanding of world affairs. It stated that our schools graduate a large majority of students whose knowledge and vision stop at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with an astonishing amount of misinformation.

The Presidential Commission on Foreign Language and International Studies has found that 100,000 jobs were probably lost to foreign nationals because Americans could not speak foreign languages.

The United States no longer holds a monopoly in the world of industry, commerce and diplomacy. The need for a knowledge of foreign languages can be divided into two areas: one abroad and the other domestic.

More and more American firms are expanding their markets abroad and this requires an increasing need for bilingual personnel in those firms engaged in business with foreign countries. Many of our 500 largest corporations earn more than half their profits overseas. Foreign companies now invest more than 30 billion directly in business here and want to hire Americans fluent in foreign languages. Furthermore, the United States is the fourth largest Spanish-speaking country in the world. We are close to becoming bilingual. In addition, many foreign enterprises are opening factories and offices in the U.S., seeking the advantage of the devaluated dollars, thus creating an excellent opportunity for those who could command a major foreign language.

People seeking employment in an international firm and/or a firm that does business abroad will have an excellent career opportunity in this country if they are bilingual, as we can see in the many newspaper ads. A three year survey of the New York Times want ads indicates employment opportunities in foreign language/business in many fields. Big business has become international in scope and needs overseas representatives as well as bilingual personnel in the United States. It can no longer be safely assumed that all business dealings will be in English. Personnel are required at all levels - executive, managerial, technical, and secretarial - and for many of these positions language skill is a requirement; for others, it is a useful plus.

The type of company that needs management staff with foreign language skills and business training varies from the oil and aerospace industries to manufacturers of metal supplies, jewelry, textiles, pharmaceuticals, etc. Positions are open in management, advertising, marketing, and many other facets of business. Hotel managers are needed for the expanding foreign market.

Banks need foreign language skills among their employees; this includes officers, auditors, correspondents, analysts, administrative assistants, and many other positions. Some banks hire Spanish speaking personnel for branches in Spanish speaking neighborhoods.

Most of the foreign corporations are not looking for language majors alone, but rather for graduates who, in addition to their professional qualifications, also have sufficient foreign language skills to communicate with their non-American staff at the home office.

The government of the U.S. is the largest employer for people with foreign language skills besides business and industry, and it pays better salaries to those with competence in foreign language.

Some need bilingual employees for international business only. Administrative assistants and bilingual secretaries are in great demand, especially in export and import firms. These offer higher salaries than the average for English language employees, and are often the first step to interesting, higher level jobs.

Languages that are in great demand in business include French, Spanish and German. French is needed not only for dealing with France, but with the many French speaking countries throughout the world. French is the language of 5 million Canadians, and the Province of Quebec will deal only in the French language. Haiti needs bilingual business people for their one million inhabitants. Many African countries which were once colonies of France or Belgium use French as the common language of business and commerce, such as Zaire (the former Belgian Congo).

French is the second language of educated Arabs, and easier for Americans to learn than Arabic if they wish to communicate with Arabs or learn something of their culture. It is a more pertinent vehicle for Black Studies than Swahili, since it is spoken by many more Africans. We may say that in the future there will be more people speaking French outside Europe than there are in the Old World. We used to see it as the sole expression of sophisticated European cultures, but that is not longer true.

Ranault, a French company, has bought American Motors. There are large French banking companies in San Francisco and New Orleans. Spanish is used throughout Spain and Latin America. It is also the second language of the Philippines. Many mainland companies have established factories in Puerto Rico and need bilingual managerial personnel. There are many bilingual opportunities in the United States itself, especially in the New York, New Jersey area. Companies such as Mercedes Benz and American Hoechst provide in-house German classes, paying tuition for employees who wish to take courses. One can only assume that other companies either hire native Germans or find the rare American who is bilingual. West Germany is a very prosperous European nation, and is expanding throughout the world, including the United States. According to the German-American Chamber of Commerce in New York, there are now in the United States more than 1,050 German-owned companies employing approximately 200,000 persons.

There is no doubt that Japan is one of the world's leading economic powers nowdays, and this is due in part to the fact that in Japanese schools English is required as a second language. They learn about our history, culture and even about what we like or dislike. We can not say the same thing about our knowledge of the Japanese history, culture and, of course, very few businessmen have a knowledge of Japanese. In other words, they know us but we hardly know them. In the world of international business, even when other things are equal, the lack of those assets places the American businessmen at a disadvantage.

Several embarrassing incidents could be mentioned resulting from the lack of knowledge of a foreign language. When Deng Xiaoping, senior Vice-premier of the People's Republic of China, came to the United States in January 1979, President Carter had to rely on one of Deng's own interpreters because the State Department did not have a single fully competent Chinese translator of its own.

At the time Ambassador Adolph Dubs was kidnapped and slain in Afghanistan, the embassy employees who arrived at the scene could not speak the Afghan dialect. As another example, we can mention that in Somalia nobody in the U.S. embassy is required to know the local language.

The study of foreign language is indispensable in international business because many times the translation comes out with a different meaning; for example, in Puerto Rico, General Motors "Body by Fisher" came out "Corpse by Fisher", and Chevrolet's "Nova" had to change its name to "Caribe", because in Spanish "no va" means it doesn't go.

The knowledge of foreign languages and success in business are clearly interrelated. We must remember, for instance, that Spain enters the European Economic Community, and that commercial and cultural relations have increased between Latin America and the United States. We should put emphasis on technical terminology in our courses in order to give our students a more realistic preparation.

Our major commitment at Monmouth College continues to be with our traditional language program, but recognizing the demand and necessity of our students we have developed courses in business French, business German, and business Spanish as part of our B.A. in Foreign Language/ Business, along with courses in the culture and civilization of these

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countries. The School of Business Administration recommends appropriate courses in its domain. We not only should go back to the basics in foreign language, but prepare our students for the future necessities of the world.

Our program falls within the boundaries of institutional goals while placing minimal drain on present resources. Monmouth College's stated goal is to provide a variety of programs for its students including not only the traditional academic disciplines conventionally associated with a liberal arts college, but also an array of professional and career-oriented programs. Consequently the College offers a variety of Business courses, and over the last ten years the Business Department has experienced considerable growth.

Our students have expressed an interest in a Business/Foreign Language program. Several have attempted a "do-it-yourself" version of it by having a double major in Business and Foreign Language (an option available only to those few superior students who can handle such a heavy load of courses), or by minoring in either Business or Foreign Languages, while majoring in the other. A major-minor combination, however, is balanced in favor of one field, and gives too little background to the other. This is what made us organize our program with 24 credits in Foreign Languages, beginning at the intermediate level, and 30 credits in Business. At the completion of the program, competence is achieved in the culture, literature, history, and language of a foreign country, as well as in the field of international business.

I have attempted to outline two separate but interrelated aspects of foreign language studies. The first, of course, is that languages are an inextricable part of the humanities, and, therefore, are part of the study of man. But language is also a practical tool and vehicle for entering into the field of business at the international level.

We are no longer citizens of one industrial country; we belong also to a fast growing consortium of nations.

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Notes

[1] Paul Simon, The Tongue-Tied American: Confronting The Foreign Language Crisis, Continuum Publishing Corp. (New York, 1980), p. 18.

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A BILINGUAL BUSINESS MAJOR?

by

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A BILINGUAL BUSINESS MAJOR?
by
Kathleen Barger-Merino

The need for language in international trade is evident if we have learned anything from the example set by the Japanese. They have been able to saturate our economy with cars, steel, cameras and calculators, not only because they produce quality products, but because they can write contracts, publish technical manuals and advertise to the general public in English, not Japanese. Quality and competitive pricing mean nothing if you cannot relay those concepts to your customer in the language he understands best.

However, American businesses are slowly recognizing that the Japanese and Germans are also saturating the markets of Latin America because they also communicate effectively in Spanish. "Effectively" is the key word here; to be able to function in all aspects of the commercial realm correctly. In September of 1981, I atttended a conference on International Business Careers sponsored by the Cincinnati Council on World Affairs for a consortium of eleven private liberal arts colleges in Ohio, Kentucky and Indiana. This was sponsored by Winters Bank, a Chase Corporation, and included participants from other international corporations. These gentlemen emphasized that we are being shut out of the Latin market because U.S. businesses insist on writing contracts in English. Even though the Japanese or German products may not be as competitive in price, they are still being awarded the contracts. This is only logical if one puts oneself in the position of the foreign client. Would you sign a contract in which you could understand only the numbers, but not the legal ramifications?

Even from the home side we face major problems. How do we establish a credit line for the customer if we can only understand the numbers on his financial statement, but not the crutial items such as debits and credits? How do we collect an overdue bill if the recipient cannot understand our concern in bringing the matter to a mutually satisfactory conclusion? They are only two of many problems we must contend with in the international field. However, we must also consider the domestic market that is coming into its own rapidly.

Based on 1980 Census figures and trends in Hispanic population growth, making them the fastest growing minority (1.8% per year versus .6% for the blacks adding up to one million per year in 1978)[1], a large potential market is being ignored, or at least not tapped to its full potential. Current figures indicate the U.S. is the fourth largest Spanish-speaking nation in the world. Our Hispanic population in 1980 was over 14,500,000, 6.4% of our total population. This was a 61% increase over 1970 Census figures and projections for 1990 estimate a minority of 25,000,000.[2] Time also estimated as many as 7,500,000 "undocumented" aliens[3] also contribute to this minority, although they would have not registered with the Census Bureau despite the government's efforts to encourage registration without risk of deportation. If we were to total these figures, we would have a minority approaching 9.6%, a very significant portion not to be considered a viable market by business.

The buying power of the Hispanic population has been estimated between $30 and $50 billion. In light of current economic conditions, it would seem logical that business pursue every avenue to make a profit. The problem is how to do this efficiently and effectively. Although many would challenge that most Hispanics are bilingual or even monolingual English speakers, therefore eliminating the need for Spanish, recent research by Yankelovich, Skelly & White, Inc. on the Hispanic market gives us some insight into why current marketing techniques in English are not effective. Some of the more interesting results were:

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[1] "It's Your Turn in the Sun," Time, October 16, 1978, p. 48.

[2] Mark Watanabe, "Hispanic Marketing," Advertising Age, April 6, 1981, Sec. 2, p. 1.

[3] "It's Your Turn," op. cit., p. 48.

1. "Six out of ten Hispanic adults were born outside the U.S."[4]
2. "Ninety per cent speak only Spanish and 43% speak only enough English to function minimally in Anglo society.[5] Although bilingual education has been legislated, current federal and state budget cuts will greatly diminish opportunities for Hispanics to achieve equal academic success. In 1981, only 4.33% of full-time college students were Hispanic.[6] Attrition rates in high schools are larger for this segment of the population and reach as high as 85% in urban ghettos.[7] If this trend continues, Hispanics will continue to dominate the low-skill job market and their English skills will be limited. However, they will also continue to be consumers who will logically buy products advertised in their media and in their language.
3. Average family incomes range from $11,400 for the Puerto Ricans to $21,300 for the Cubans. However, almost 30% of Hispanic households earn $20,000 or more annually.[8] And according to Time, nearly two-thirds own their own homes.[9]
4. Six out of ten felt Spanish media was important, including bilingual individuals.

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[4] Yankelovich, Skelly & White, Inc. Spanish USA, A Study of the Hispanic Market in the United States, June, 1981, p. 4.

[5] Loc cit.

[6] Alfredo de los Santos, et al., "Chicano Students in Higher Education: Access, Attrition and Achievement," La Red, No. 41, April, 1981, p. 2.

[7] "It's Your Turn," p. 52.

[8] Yankelovich, et al., op. cit., p. 5.

[9] "It's Your Turn,"p. 52.

[10] Yankelovich, et al., op. cit, p. 5.

5. Seven out of ten watch, listen to, or read Spanish media weekly and half reported the use of Spanish media 50% or more of the time.[11]

6. Marketing characteristics included the following in the top three positions; quality, name brand purchases, and brand loyalty.[12] It is interesting to note that price did not appear as important as it would seem to be for the non-Hispanic consumer.

7. A comparison of luxury product purchases; i.e., color TV, stereo equipment, video games, etc., showed Hispanic buying trends to be the same as or within seven points of the non-Hispanic population.[13] Video games were the lowest, however purchases of stereo equipment were higher than that of the non-Hispanic population.

U.S. News & World Report in August of 1981 featured a cover story on the Hispanic population. In that they reported the following consumer statistics within the Los Angeles area alone. Hispanics purchase 3.5 times as much baby food, 5 times as much juice, 3 times as much canned spaghetti, 1.8 times as much soft drinks, 1.5 times as much shampoo and 1.5 times as much beer as their non-Hispanic counterparts.[14] Supposedly Budweiser and Miller are fighting over this share of the market; but what about Gerber, Minute Maid, Franco American, Suave and Coke? This should be a natural for Coke since its chairman is Hispanic himself.

The implications for business and the media are evident. To reach this market more effectively and profitably, it must be done within the media, including the language and culture, of the Hispanics. The media has made great strides in this direction. SIN, National Spanish Television Network, has over one hundred affiliates nationwide. Trade magazines such as Advertising Age and Sales & Marketing Management are devoting articles and even whole issues to this market.

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[11] Yankelovich, et al., op. cit., p. 5.

[12] Ibid., p. 12.

[13] Ibid., p. 13.

[14] "Hispanics Make Their Move," U.S. News & World Report, August 24, 1981, p. 63.

U.S. News & World Report as well as Time have devoted cover stories to the Hispanics. Newspapers such as La Raza of Chicago, La Opinion of Los Angeles and Diario Las Americas of Miami are only three of a plethora of Spanish newspapers soliciting advertisers to reach their Spanish consumers.

Hispanic advertising agencies, such as Hispania of New York, and special Hispanic departments within established agencies are growing in number rapidly to reach not only this group domestically, but to prepare copy linguistically and culturally correct for international firms. While attending the Third National Symposium of Hispanic Business and Economy in the U.S. held in Chicago in November of 1981, representatives from agencies nationwide stated there is a severe shortage of personnel in their field who not only know advertising, but know Spanish and understand the culture thoroughly so that ads and commercials have the same impact on the Hispanic consumer as they do on the non-Hispanic.

The 80's are projected to the "decade of the Hispanics."[15] not only in population growth, but also in their impact on politics, education and business. The Hispanic economy is a very real entity. Hispanic-owned firms number over 200,000 increasing 53% from 1972 to 1977. Black firms increased only 12% over the same period.[16] They are rapidly moving out of the "mom and pop" class operation into corporations, the largest being Goya foods begun in 1936 with estimated sales of $105 million in 1979.[17] Other areas of endeavour include construction, chain retaining, petroleum auto sales, furniture manufacturing and banking. In Miami alone, Hispanics control 14 of the 67 local commercial banks. The Hispanics have also established their own trade magazines, such as Hispanic Business and Nuestro Business Review. Our graduates will have a real place in this expanding economy if we prepare them for it now.

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[15] "Hispanics Make Their Move," p. 160.

[16] Ibid., p. 62.

[17] "The Top 100 Latino Businesses ," Nuestro, January/February 1980, p. 23.

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At the Dayton conference, the Senior Vice President of Winters Bank told me one of the major problems he faces is recruiting competent bilingual clerical employees to do simple tasks such as reading invoices, processing letters of credit and correspondence. In fact, he stated that the name of the game in the area is "steal the secretary." Bilingual secretaries and clerical personnel are being stolen away on a continual basis with higher salaries and more benefits. Although managerial positions are fewer, they also face a shortage in this area. When the firms present were asked for recommendations on what they sought in prospective employees, they listed the following:

1. A liberal arts education.
2. A strong background in language and culture.
3. A sound basis of economics , and accounting for accountants, of course.

They felt with these qualifications they could make a banker, a sales manager, an accountant, a consumer rep,or whatever they needed out of the candidate; but the language and cultural understanding components were extremely important.

One language professor in attendance stated that there is no real need to teach commercial Spanish or contemporary culture. Further, that if a student is proficient in grammar and literature, he can "pick up" the commercial jargon and survive socially with the cultural background he has gained from literature. I take strong exception to this based on my own experience in Spain. I had studied Spanish language and literature for six years and taught high school Spanish for four years before leaving. Fortunately, I had a Spanish culture course in my undergraduate work which was much more valuable than Masterpieces of the Golden Age. However, in the late sixties commercial language courses were unheard of and I did not have the vocabulary necessary to understand even the want ads. Another challenge was filling out an application and even knowing the correct word for application. It took some time to understand the sexual and age descrimination I faced, not to mention prejudice against my "American" English. No matter what one's skills work experience was less than profitable for the firm and personally, somewhat unsatisfactory. Many expressed to me that had they known they would someday need foreign language, it would have been much easier to study it in college. Although researchers differ on optimum age for second language acquisition, most people become psychologically resistant to second language learning as they grow older. However, this could also be due, in part, to the amount of time they have been removed from the academic experience per se.

At the academy I also taught ESL to Spanish businessmen. I thought it interesting and admiral that a culture significantly less industrialized and affluent than our own saw the need for its businessmen to be bilingual. Most multinational corporations in Madrid, 53 of which were based in the U.S., had in-house teachers of English, German, French, or whatever language was the one used by the home office, and many of them taught two or more.

Being bilingual in the foreign job market was a definite asset. Bilingual secretaries could expect to earn 30% to 100% more than their monolingual coworkers. In 1977, I earned approximately $600 net per month plus I had the use of a company car including all expenses, even gas and oil. With $600 in that economy at that time, I was able to spend a great deal of money on travel as my rent for a two-bedroom furnished apartment was $95 a month. Translators, in particular simultaneous translators, were also in great demand and could almost name their own price. In 1975, the going rate was up to $10 per hour. German and technical fields commanded even higher fees.

I am by no means, however, suggesting that traditional curriculum does not have its place in the field of commercial Spanish. In fact, it must be the basis to build on. But it will not give the prospective business person everything he or she needs. Everyone should have one or two literature survey courses as well as courses in political science and contemporary culture. After all, one can only discuss the P & L for so long. During and after dinner, the conversation will eventually center around current events, be they political or cultural in nature.

might be,it's very difficult to impress a future employer with them if you cannot even express them correctly in his language. The common commercial terms are not normally included in one's coursework in the traditional curriculum and often do not appear in the standard student dictionaries used by undergraduates.

Correspondence was another stumbling block once I did secure a job. Learning how to say "Sincerely yours," correctly took practice and memorization of approximately thirteen words resulting in an extremely flowery closure we would never use in good business English. When it came to writing government officials, the jargon became even more complex and flowery. If I had translated anything, be it a letter or a past due notice,from good business English directly to Spanish, I would have not only offended the recipient, but also have confirmed his suppositions that Americans are tactless and culturally deprived individuals. Brevity is not of the essence in business Spanish.

"El Cantar de Mio Cid" gave me no clue to proper office attire or behavior, nor did it teach me how to ask for a box of "grapas" from the supply room. I know my coworkers were amused by my gestures and lengthy descriptions. Even though I made myself understood, how much time could I have saved if I had known the word for "staples!" Of course these are very simplified examples, but the point is if I had known commercial Spanish beforehand, I would have saved myself at least two months of aggravation and some embarrasement.

During my employment in a Madrid language academy I taught intensive Spanish to American businessmen, most of them accountants for Arthur Young & Co. These men were not unlike most American businessmen who avoid the humanities like the plague in their college careers. However, most of them felt very frustrated when subjected to an intensive program,such as ours or Berlitz's,where they were expected to master the language in eight weeks. Of course, the firm paid for their training, but they lost eight weeks of productivity just learning enough Spanish to survive. We couldn't begin to tap the surface of accounting terminology nor culture. Most of these men spent two years abroad and I would suppose their foreign

In fact, the Spanish-speaking businessman will not discuss work over dinner. This is considered rude. Also, they want to feel out the visitor to see how well rounded he is and find out just how knowledgeable he is about the people he wants to do business with.

Also, before we launch into a course on commercial correspondence, we should first have a course in composition to build on. One does not learn algebra before addition, we don't learn business English before the alphabet, and we should not approach commercial Spanish in reverse either.

Many administrators would question the advisability of offering a bilingual business major. However, in these times of decreasing enrollments and higher attrition rates, colleges and universities are competing for fewer and fewer prospects. We must recognize for financial reasons we can no longer force our students to take only the traditional curriculum we took. With severe cutbacks, both in federal and state funding affecting scholarship monies, as well as a general economic decline, fewer students are attending college and their characteristics and motivations are much different from the college student of a decade ago. Most institutions are content with maintaining their current enrollment and if they are lucky enough to get an increase, it's usually limited to 5% or less. Therefore, we must offer programs that the students want, within limits of course. We cannot expect them to embrace with open arms what we think they should take. Today's college student sees a degree as a stepping stone to greater financial success,[18] not as a frill or an opportunity to become a "contributing member of society" as stated in many of our catalogs. The student can afford to be picky. Everyone wants him if he meets the basic admission requirements, and some will take him probationally even if he doesn't. He, however, will choose the school that offers him what he wants. This is supported by the success stories of once traditional institutions now offering weekend college programs and night courses for the student employed full time, enabling the school

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[18] "Graduates of the 80's are Focused on Money, Status," U.S. News & World Report, December 12, 1981/January 4, 1982, p. 87.

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to keep its head above the financial water. Since Findlay started its weekend college in 1979, enrollment has increased steadily and now 122 of 986 full time students pursue their education this way. Over 25% of them have declared a business major and most are employed in local businesses, over half coming from firms with international operations. The traditional student is being edged out by the non-traditional student, many of these coming from business or preparing for it. Both Newsweek and U.S. News & World Report addressed themselves to the changing values and characteristics of today's college students. The traditional 18-24 age group is opting for less intellectually demanding fields and running for the money in business. One third of college students are now 25 or older, of which only 40% do their studies on campus. The others receive off-campus or in-house training.[19]

At Findlay all prospective majors are accumulated on a computer printout for follow up. Year-to-date figures for the 1981-82 school year through January generated 168 inquiries for the Spanish department, 24 of which declared Spanish/Business as their field of interest. Although this figure represents only 14% of the total, including teaching and social science dual majors, this is a significant number in relation to our prospective freshman class of approximately 330. Our bilingual business major has been in existence officially since 1979, however our first commercial Spanish course is being offered this spring and the major has been revised in light of the input we received from business. We anticipate this major will draw more students in the near future as the word spreads that such a program is available.

Before we generate too many Spanish teachers, we must consider their marketability. Again, funding cutbacks and decreased enrollments in public and private schools have meant fewer and fewer teaching jobs. In the calendar year 1981 our placement office received 550 teaching job postings, three of which were for Spanish and two of those required a second language or field. Even if one does opt for the traditional language literature major, at least one course in commercial Spanish could be beneficial.

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[19] Dennis A. Williams, et al., "Grownups on Campus", Newsweek, December 21, 1981, pp. 72-73.

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Our Title VII recruiter visits schools throughout northwest Ohio. So far in the 1981-82 school year he has visited 40 high schools in the area and most of the Spanish teachers mentioned that they are frequently called upon by local business to do translations, however they have never had a course in commercial Spanish and sometimes feel quite incompetent.

The Arizona Daily Star printed an article in August of 1981 on business and its effect on bilingual education. Dean Oyama of Pima Community College stated, "bilingual education will continue to grow, despite government cutbacks, because its link to'economic survival' is being recognized."[20]

Business is recognizing the need and has given us guidelines for curriculum development. The jobs are there for our graduates. The Wall Street Journal lists several with language requirements each week, most of them Spanish. Now it is up to us as educators to provide our students with marketable skills, not only for their own economic success, but for our mutual economic success as a nation, both domestically and internationally.

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[20] Jon Ainsworth, "Business called top force for bilingual education," The Arizona Daily Star, August 28, 1981, n.p.

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INTERNATIONAL BUSINESS:
STUMBLING THROUGH THE COMMUNICATIONS CORRIDOR

by

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STUMBLING THROUGH THE COMMUNICATION CORRIDORS IN INTERNATIONAL BUSINESS

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The need for language competency by United States business executives involved in international business has been partially masked by the competitive advantage of U. S. firms in the world market place. The language competency of our trading partners in reading, writing, and speaking English effectively also reduces the impact of the lack of language skills of U.S. managers. There are indications that the long-standing trading advantages are declining for the U.S. business firms and the need to speak the language of the customer is increasing. This paper explores some of those situations and discusses some partial remedies of a long run nature.

Is Opportunity Scarce?

Students majoring in any discipline may be candidates for an overseas assignment in the flexible years of their careers. Business students with a concentration in international studies or an introduction to the area of international business and who have language skills have an even better opportunity to be tapped for an international assignment. Recent changes in the United States tax laws regarding taxation of overseas earned income will once again make it a reasonable investment to have more than a mere presence in an international overseas business center. Currently, educational institutions have designed programs for living and studying abroad as a part of their degree programs in business and the related disciplines. In a recent article, Kaminarides and Mullins[1] presented a program of study for a graduate degree in business administration that requires the ability to speak at least one foreign language. The Graduate School of International Business[2] has long been known for its outstanding language preparation of mature candidates for an international business assignment. The preponderance of evidence reflecting the need for foreign language ability by the practicing business person in international operations seems not to get the attention of counselors and ambitious business students until too late in their programs to build the levels of skills needed.

The Helped Nations Become Our Competitors

As will be noted in more detail later, the developing countries have taken the labor intensive technologies of the industrial world and set about producing those products that the mature industrial countries demand and have the money to pay for. This effective demand within the less developed countries has generated the base for borrowing funds from established world banking sources to buy the higher technology products of a military and commercial nature. We have become aware of the numerous and oftentimes discriminatory nontariff barriers to trade established by countries seeking protection of their home industries, control of foreign exchange requirements, or the enrichment of the few in power. In a nutshell, if the U.S. business firm is to remain competitive with other foreign firms, communications at the several critical levels is going to have to be as good as or better than the competition. This includes the quality of the language skills possessed by those on the cutting edge of competitive situations.

In the past, many successful U. S. companies have treated their overseas opportunities as an additional territory to become interested in should things slow down at home. Latin America has been a prime example. Latin America keenly feels the U.S. neglect; the European trading partners have seen Latin America as a valuable opportunity and years ago developed manufacturing facilities in selected cities as compared with the extractive industries approach by the U.S. based industrial company. Aggressive firms from Europe and the U.S.A. have secured their foothold in the Latin American countries--the stronger ones have trained, effective, language-competent personnel on site. These certainly have the stronger advantage over the stranger in town who has trouble finding his way about the city when seeking business contacts and not being able to communicate in the language of the country. Those who recognize the difficulty early on have limited opportunity to correct it. (WSJ 16 Feb. 82)

Communications is so much a part of a business executive's total job that the lack of language competency in the country of business becomes a barrier of no small consequence whether the relationship is a short contact or whether it is a long term development and on-site attention to particulars. A number of international firms are so convinced that communication and cultural understanding are the keys to continued success and growth that preference is given to the placement of qualified native speaking nationals in management positions. Bilingual language skills in say Spanish and English provide an ideal combination in the Spanish speaking nations. In my own area of the country, a vice-president of Latin American Operations for an international company headquartered in Germany is a citizen of Mexico, speaks English effectively, and has reading competency in German. He commented that he does not have to wait for the translations of communications from the German headquarters office. Assuming that the translations are accurate, the tone and flavor of the communications are surely affected in some respects. He has the first level of exposure from the original communication. When he presides over the management conferences in English, for his Latin American general managers, he can better choose his English words, understands the manager s' backgrounds and concerns, and can fraternize with them in their own Language. He is rated very effective by his superiors.

Florida has become increasingly important as the state for the "international headquarters" offices of U.S. firms doing business in Latin America. A recent report indicated that over 100 U.S. business firms had selected Miami or nearby cities as locations for their U.S. headquarters offices for South America. The reasons for this are due in part to some of the matters mentioned above and to the fact that visitng officers from Latin America want to deal with the home office. In short, a headquarters office with an executive who has broad powers of decision making to deal and commit is what they expect. The Florida location meets the needs of the Latin American quite well--easy access by international travel, world famous attractions, shopping centers for spouse and family, recreation opportunities, and an increasing Latin American population. Contrast this with Chicago or Ohio location--in the winter months, or a distant California headquarters location. The border and near border states with Mexico have similar advantages in the development of trade with their foreign neighbor. The early work on the development of international business interests at the University of Denver at Tempe, Arizona concentrates almost exclusively on the potential Mexican trade developments. International headquarters offices will be observed in those areas, also. And they will be staffed with bilingual staff and executive officers at discrete levels.

With the foregoing introductory remarks, this paper seeks to pick up where the numerous surveys about the need for competency in foreign language by the practicing international businessman end. I wish to speak of the opportunities and the developing opportunities and what educators should be knowledgeable about as it pertains to the future of America's competive advantage. Particularly, am I interested in viewing the preparation of America's graduates in business for careers of service in both domestics and international areas with appropriate attention to language skills as tools of the profession.

An interesting article on preparing future executives for the international job market appeared in INTERNATIONAL BUSINESS((January-February, 1979 p. 19-21) by Dr. William Voris, President of the American Graduate School of International Management . He named the types of qualities one would seek in a person groomed for international assignment and among those qualities was the need to "obtain conversational levels in appropriate second and third languages." p.18. The other two major knowledge areas he indicated were for a depth of knowledge of fields of expertise needed by business representatives overseas; and, a knowledge of the politics, culture, religion, and economics of the region. Competency in the language of the country would contribute to knowledge of the culture of the country.

Two additional articles, one by a president of an international firm, and the other by two professors at the University of Colorado are instructive. The first by President Lester Korn, pointed out that chances for overseas assignment were now greater either very early in the manager's career, or in very senior positions where respect for position and wisdom of age were very important. Coupling these kinds of facts with the Professors' article in Business Horizons suggests that in those organizations involved in foreign trade, the career paths to top levels of management do require foreign management experience. (Business Horizons 22: 21-7. Opportunities for Women in International Business, Nancy L. Thal and Phillip R. Cateora, Professors of marketing and international business at the University of Colorado.) The authors suggested that "international management experience may become a prime requisite for elevation to top management positions which bear responsibility for both domestic and international activities." (p. 23.) The more precise thrust of the article was to raise questions about the equal opportunity concern for women MBAs who need international managerial experience to move into the positions identified in the foregoing statement, but who never get the opportunity to take assignments overseas because of management's concern about their effectiveness, safety, acceptability, and stability in such an assignment.

Level of Job Entrance

International employment is seldom an entry level job. Although we note above that international assignments most likely come very early in a career or very late and in a senior position overseas, few new college degree holders can expect to obtain overseas employment without a proven track record. I questioned executives and recruiters who had international divisions and overseas operations in larger corporations about how they went about identifying people for their overseas assignments. The responses in essence were that they first looked for quality workers in the domestic environment--workers who had demonstrated good work habits and stability in the home environment. Then they looked for that additional spark of interest--some evidence that the potential candidate for overseas assignment would have a continuing interest in the international operations. Language study and competency were valuable indicators.

How did they regard two candidates with equal potential but one is trained in business? One has some college foreign language training; another has a political science background with a language competency in reading and writing and has learned the essentials of the present assignment right on the job. The response to this two pronged question was cautious. They seemed to say, "We look to the whole individual first. The candidate trained in business may not be as well suited for the international business assignment as the political science major, particularly if the political science major has language competency in the country of interest."

The executive indicated they valued employees who would be good communicators--both with the home office and with the post of assignment. This point was borne out further by a study completed by Dimitris Chorafas, for the American Management Association. Although I did not press hard for details, it was evident that the home office expects information, reports, and interpretations from the overseas manager to a greater extent than from domestic managers. The manager with language competency in the country of assignment has a much better opportunity to read and understand the national events about him that shape the course of operations. Thus, in the job market the candidate with language training and political science backgrounds in addition to their occupational speciality would appear to have a considerable competitive edge over those who have but one of these qualifications. But seldom would they expect immediate overseas assignment without proven work experience.

Let's explore this a bit further...like reading between the lines. The factor that kept emerging was interest in international activities. The business graduate who began to demonstrate good skills and understanding in the financial and accounting documents area and whose knowledge of international accounting rules and U.S. regulations regarding international operations was not wasting his/her demonstrated traits on those managers who have to select people for home office, international assignments as well as off-shore assignments.

The political science major with specific language skills working in a documents department and reading the letters, contracts, and other communications as a part of say other job assignments, can create a reputation for knowledgeable performance as well as attain "visibility". Visibility in a work situation can be a facilitator or merit when it comes time for selection of people for special task assignments. If the employee's work in the language area is of acceptable quality and the personality of the person fits well with the organization and their other capabilities are acceptable, then the potential for being given greater international responsibilities are excellent. Continued language training and development of international knowledge may be an option through tuition reimbursement programs for company approved educational courses.

A person in such an assignment may have the opportunity to meet visitors to the firm from foreign posts. Research indicates that the more successful international firms have a steady flow of host country managers visiting the home offices for the very valuable face to face communications and policy discussions.* A candidate who recognizes the opportunity to create favorable impressions by rendering management services to both the visitors and the home office because of his/her knowledge of the language, customs, and politics is building a base for future international opportunities as their skills and knowledges add to the home office effectiveness.

We may be interested in a phenomenon that is occurring in international operations. That phenomenon is the reverse of what has usually happened in U.S. firms operating overseas units in the recent past. In the immediate post-World War II era, the United States had the greatest opportunity to gear up to meet the world demands for consumer goods and heavy industry requirements for machinery and equipment as replacement for the destruction in Europe and Japan and Korea and other emerging industrial centers. The pent-up demand for consumer goods at home was the first priority. However, there were other forces at work that highlighted tremendous international opportunities. The Marshall Plan for the reconstruction of European countries and the United States Government economic aid programs to the developing nations fired up the industrial engines in the United States. Opportunities for U.S. firms to establish production facilities in the friendly nations of the world at the time created demands for U.S. managers to staff these facilities. International programs in colleges flourished, and language training was in considerable demand. Such activities by business and government, working under favorable host country laws was a golden age of opportunity. The export of huge quantities of grain by the United States to the developing nations ravaged by war and neglect by the colonial powers stimulated the manufacturer at home of farm equipment and its related spin-off of the increased purchasing power of the farm population for goods and services. Many firms acted as if the expanding economic conditions would continue forever.

All the good works of the U.S. in providing capital (money and equipment) to build efficient steel plants, factories and to train qualified managers is one of the great success stories of the century. Our national generousity and our eagerness to spread the industrial revolution to the new emerging nations, to help the old established nations, and to train their managers and workers to be effective producers will be one of history's records of great achievements.

The nations recovered well. They adopted U.S. technology and management techniques and learned how the Americans marketed their products. Now the tables began to turn and the industrial process of the developing world was released to assist the demanding world. This is known as competition. The growth demands in the U.S. for steel, for shipping, for minerals, and especially oil and consumer goods were not lost on the foreign companies. With their more modern U.S. equipment, their access to cheaper labor, and ocean transportation, the impoverished industrial nations became effective competitors. As their skills and knowledge increased, so did their accumulation of financial strength--they accumulated millions and millions of dollars in reserves for which they needed a stable country for investment that was safe. OPEC countries are a recent example of "such" developing countries. Idle cash is the worst thing that any company can have in its inventory. The U.S. was that place. That was where the action was and where there was great promise of success.

So, the obvious pattern of things began to happen. Foreign companies with excess funds looked to the United States as a place for investment. As the nation with the most stable government in the world and with relatively simple ownership regulations imposed on the foreign ownership, money flowed from foreign companies with limited investment returns or potential to the U.S.

from foreign companies with limited investment returns or potential to the U.S. where higher returns were the rule. The corporate stock available for purchase was undervalued by the market mechanics in comparison to the real value of the plants, equipment, and real estate. This situation represented an unequaled opportunity to invest foreign aimed funds in U.S. plants. Controlling interests were purchased in companies or effective offers to purchase the entire company were so very attractive that wise owners just couldn't turn down. Additionally, successful foreign companies established factories and distribution centers for their products in the U.S. The foregoing account is a very encapsulated account designed to lead up to the point that we have a reverse situation that suggests that the need for language trained U.S. executives has increased. The following section describes some typical situations.

Changing Situations

It would be interesting--maybe alarming, to identify the number of U.S. firms that are owned in part or wholly by foreign firms. For example, the world's largest petroleum company, British Petroleum, formerly owned 49% of the exploration rights in Alaska before oil was discovered in the qualities now known to exist. In subsequent years before the pipeline was finished B.P. needed cash for its other operations and so sold a good portion of its right to drill to Standard Oil of Ohio--a subsidiary of B.P. SOHIO has "struck it rich" and is now faced with the massive task of just how to invest its funds from the extremely profitable operations in Alaska.

The U.S. Government recently tabulated the ownership by foreign firms of U.S. companies engaged in or related to national defense work. Some 300 companies with foreign ownership of five percent or more of the company's assets were identified. A firm with 51 percent ownership has positive control over the activities of the firm. However, subsidiary firms may be from 5% to

51% controlled by a foreign firm. If any subsidiary of a domestic firm that is partially owned by a foreign company engages in government defense work of any nature, the Federal U.S. Government then must intervene to assure that classified information does not become available to foreign owners. (It is interesting to observe that foreign firms are frequently owned by their national government!) The point of referring to these 300 firms is to suggest that this is the tip of the iceberg, so to speak. Although U.S. firms have some $245 billion invested in direct investments in foreign countries and the foreign countries have some $65.4 billion 1980 (WSJ, Feb. 18, 1982) Sec 2, p.25 invested in U.S. firms, the difference is gradually changing to increase the latter figure. The projections suggest that increasing foreign investment in the U.S. will be the pattern for the future.

In a Wall Street Journal editorial, Grace Hechinger (1/10 24-3, 1980) deplored the fact that America has never developed its citizens' capacity to speak foreign languages or gained a sophisticated understanding of other countries. "Scandalous incompetence in foreign language..." she reported. Some of us who have to read student papers would likely add, "English, too."

Foreign Banking Interest in U.S. Cities.

Foreign banking interests are particularly noticeable in the major national trade centers. President Korn (p. 43) reports that "Major U.S. cities are cluttered with foreign bank branches and the want-ad sections of metropolitan newspapers boast a fair share of offerings by foreign multinationals seeking American "nationals" to staff their U.S. operations.

Executive Search Ads.

A review of the executive search ads in the Wall Street Journal on any day usually will reveal one or two announcements of firms seeking a person with, say an M.B.A. (Masters of Business Administration) and containing statements like the following: "Language skills beyond English and some experience in foreign trade are necessary." Others will suggest that a foreign educated permanent resident of the U.S. with appropriate language skills and MBA type educational qualifications may find their offer to be an excellent opportunity for the qualified person to obtain the exciting type of position he/she is ready for.

Opportunities Thrown Away.

The 1980 Business Bulletin reported that, "Some banks turn away customers from abroad. Lakeshore Bank and Allied Oklahoma Bank of Oklahoma City began refusing accounts of non-citizens. Officials say they couldn't cope with the area's more than 2,000 foreign students." This is only one illustration of the lost opportunity experienced by hundreds of business firms which cannot cope with the foreign inquiry they can't read, or just don't want to be bothered with. Some businesspersons, it is reported, have simply tossed such unreadables in the waste basket--never knowing what the opportunity for profitability may have been. Even to consider translations was just too much bother.

The Wall Street Journal in a first page article, wrote this about Tork, Inc., Mount Vernon, N.Y. maker of photoelectric controls, "Tork, with

annual sales of $14 million, built a small plant in Mexico 10 years ago. "But we really don't have the resources to operate it as we should." Mr. White says. "We can't hire enough people to speak Spanish, do the proper research or evaluate risks. I love working in Mexico, but in retrospect, we probably shouldn't have done it."

(WSJ F 16 82, Vol. LXII NO. 86 p. 1)

A Growing Opportunity.

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The casual reader of international events reported in the national magazines and newspapers will be aware of the frequent reference to the "balance of payments" and particularly will be alert to references about the "current account balances." Most citizens are generally knowledgeable of the inflow of foreign produced merchandise, automobiles, textiles, and almost any other product that is in mass demand that requires manufacturing skills. They are quite aware that the share that the United States manufacturers have of the domestic market has to be measurably less and surmise that the international market likewise is in decline for such products. They also understand that these facts of the marketplace translate into fewer jobs for American workers.

On the otherhand, almost unnoticed, there is a rapidly growing "export" of "services"--sometimes referred to as the invisible exports. A recent Wall Street Journal* article reported on the nature and extent of such exports. The article reported that the dollar value of servides exports contributes $12 billion to the trade surplus, and is equal to 40% of the trade in goods only.

It is interesting to note the types of service "exports" identified because they involve communication among people at the action levels rather than the strategy levels as is most common with the "visible" exports. The services exported included: tourists visiting the United States, ship-handling fees at the port of entry for a Japanese ship carrying Japanese manufactured autos, licenses issued to foreign firms to use U.S. patents and technology; investment income derived from American ownership of assets abroad; insurance contracts; instruction by U.S. plant representatives and specialists to foreign firms or governments, accounting firms services, medical treatment and clinical technology, and management services charged for operating firms owned by governments; consulting; legal services, ... all are "exports" and represent sources of income for residents in the United States.

The Wall Street Journal report suggested that the rate of growth of the service exports had increased rapidly since 1970 and had reached a level of some $45 billion by 1981, a level that may not be exceeded because of certain counteractions the host governments will take to reduce their own inbalances of trade. The implication for educators at this point in our conference seems fairly clear--that these types of exports involve people talking to people, writing to people, and reading communications and publications in order to accomplish the company or individual of profitability objectives. When one considers that 40 percent of the earned income of one of the major Big Eight accounting firms is derived from international operations, the implication for language training seems clear. The communicator who can speak and read the language of the client/customer and uses it as an additional tool for satisfying the needs of the customer undoubtedly will have a competitive advantage in the marketplace. The signal seems clear to the business seeking an advantage--the U.S. representative, expert, consultant, or manager who has learned the language of the country of assignment has a head start. For various reasons, a goodly number of employees in the service occupations enumerated above may be host country nationals; however, the practice of most national headquarters is to reserve the key positions for their proven and loyal executives. Knowledge of the language and culture plus the proven experience of the representative is a winning combination.

Situation Turnaround

In the days when industrial American was the industrial marvel of the world the common practice was to establish the U.S. plant in the international location, staff it with executives from the United States, and hire local nationals for the operational tasks. Few were trusted with the confidential information of profits and losses and plans for the future. It is interesting to observe that Henry Ford early on established a Ford Plant in South Africa to manufacture Model Ts. The foreign firms then provided training in the way the home offices in the U.S. wanted things done and the industrial technology to use. Consequently, foreign nationals being groomed for any major foreign based managerial position were assigned to the U.S. offices and plants to learn the technology and master the procedures and philosophy under which the U.S. firm chose to operate. Then, they returned to their home country and eventually hoped to assume the increased responsibility and its commensurate perks.

Now, we have a reversal of this phenomenon. In the case of Miles Laboratories, Inc., now fully owned by Bayer Corporation of Germany we can observe some examples. The chief executive officer is from the home office in Leverkusen, but stationed in Elkhart, headquarters for Miles. The major staff and general managers has remained staffed primarily by U.S. nationals. However, there are training programs ranging from a short two or three weeks, to a year or so for major officers to learn how the home office wishes to do things in the future, to learn to work with the counterpart officers in Germany, and to absorb the philosophy of management of the new owners. Written and spoken German is very much a commodity is demand by such visitors to the home country office.

Japanese factories that establish operating factories in the U.S. will have a Japanese manager in charge, if not visibly so. The Japanese presence is keenly felt with its emphasis on quality and teamwork vs. the individualism of the U.S. worker; with its management philsophy of consensus vs. the American's ordered decision. And again, American personnel are being consigned to operations in Japan for varying periods of time to learn the working provisions expected of the American operation by the Japanese home office. It appears we shall see increased plant constructions by Japanese firms. Perhaps we shall see an increased demand in some areas for Japanese language training.

Service Programs Useful to Business Students

As mentioned earlier, graduate schools of business administration preparing persons to serve in international posts require their students to achieve conversational skills in one or two languages. Doctoral programs for the doctor of philosophy degree traditionally have required language competency in one or two languages as a criterion for remaining in the program.

One international business program in Illinois coordinates a part of its curriculum with the foreign language department of the college. Service courses in Spanish, or German, or whatever are provided on Saturdays or evenings that enable the student to obtain some conversational skills in the language of interest, pick up some fundamentals of reading the essential information for getting around, and undoubtedly stimulating interest in a more comprehensive study of the language. This limited introduction to the language may be that extra qualification that permits consideration for an international assignment. Many companies pay for the courses the employees take in preparation for a foreign assignment. Undoubtedly there are others of a similar nature available in many communities. The Continuing Education noncredit courses in many areas serve the needs of individuals for at least minimal language training.

The design of an international studies certificate that includes the opportunity to study foreign language and foreign culture could be an adjunct to a business degree program. By careful scheduling the student may use the courses to provide credit in the degree program as well as with the international certificate requirements. At Indiana University we have recently redesigned a somewhat cumbersome certificate program to fit the needs of students in business as well as in the arts and sciences programs. Language requirements are limited enough to gain the attention of the serious student. We have yet to implement the program, but it is available with the next academic year.

Some Suggestions to Reflect Upon

One of the authors of the series of essays in the recent Change magazine commented that "one of the depressing aspects of the treatment of foreign language needs at the secondary and post-secondary levels was the sheer quantity of such statements and the lack of progrsss produced. Apart from the foregoing sections in which I have attempted to suggest that the need for language skills exceeds the supply and that the opportunities are increasing rather than declining, I offer some suggestions below that if acted upon could begin to benefit business and the institutions providing professional language instructions. But before we go directly to that, one author raises two questions:

> "But two questions arise. First, are present programs equal to their stated purposes? Second, are they properly articulated with students' skills and career goals? It may be, for example, that relatively few major in languages because the programs are inadequate rather than because students lack perspective. The programs may be poorly suited to attract and hold students' interest. It may well be that Spanish majors ought to be interested in Cervantes or Calderon. But it is debatable whether an uncompromising faculty attitude on such matters truly serves the needs of the institution. Cervantes does not necessarily train students for the export-import business, and on the export-import business their sights may be set. This is not to suggest that undergraduate education should be subservient to the students' career interests; but a sublime disregard for such goals may be a main reason more students do not major in languages. p. 64

Could it be that foreign language instructors would bridge the gap by associating with business faculty and the business community? Perhaps a bit of "marketing" of themselves needs to be done by the language instructors. The impression broadly held by business professors tends to be that language instructors want to make language scholars of their people--rather than basic users of their products. Some recall their early attempts at language learning and the extra "baggage" that seemed to accompany the learning tasks and the materials that were not at all relevant to the business needs of the student. The foregoing quote from Change may be suggesting the same feeling of irrelevancy as expressed above.

The modern language laboratories surely go a long way to provide the

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Tonkin, Humphred, and Edwards, Jane, "The World in the Curriculum," Change Magazine Press, P.O. Box 2023, New Rochelle, N.Y. 10802, 1981, p. 64.

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many extra opportunities students need to develop minimal levels of competency needed in business. The modern video recorders, short wave radios and prerecorded programs all are devices to expedite learning and increase effectiveness of the learning process. The self-help that some have sought through tape recordings and hand-held word translators display some effective interest in learning. A recent article in the Wall Street Journal, however, notes that distribution of such language translators were hit by lagging sales in 1980. There appears to be no effective substitute for the live teacher in learning a language. The problem is to capture the student and maintain interest until skills are acquired. Apparently when the need is adequately demonstrated, candidates will seek the challenge. The task is for business to identify this need clearly, and for teachers to deliver the product that enables the student to meet the need.

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A CASE STUDY--BILINGUALISM:
THE LINK TO INTERNATIONAL TRADE IN MIAMI

by

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FL013337

A Case Study:

Bilingualism -- The Link to International Trade in Miami

Metropolitan Miami, or more specifically Dade County, uniquely exemplifies the utility of Spanish for business careers. Miami is currently a thriving bilingual community, with the resultant mixed blessings of cultural enrichment, business opportunity, racial tension and political maneuvering.

The uniqueness of Miami's situation is 1) the size and impact of the Latin population relative to the total population 2) the aggressiveness and success of this Latin contingent 3) the proximity of Miami to the Caribbean and Latin American markets. These three situations result in a scene that is very different from New York City or the Southwest, let alone the Midwest.

The patterns of population in Dade County over the past thirty years dramatically illustrate the growth of the Latin population (diagram #1). This chart does not include approximately 90,000 Mariel refugees absorbed by Miami, bringing the number of Latins to approximately 41% of the total population. The Latins inhabit primarily Little Havana and Hialeah as well as spotted settlements throughout the county (diagram #2).

The complex ethnic mix in Dade County is suggested by the demographic map of the Black population (17%) concentrated primarily in Liberty City and in Opa-Locka (diagram #3). The Haitian immigration is a sub-culture of this Black population. The Blacks do not exercise a strong role in international trade and tourism. However, various other ethnic presences (French, German, Arab, etc.) are active on the commercial scene. Due to brevity, this case study will perforce overlook these items.

Diagram #1

DADE COUNTY POPULATION

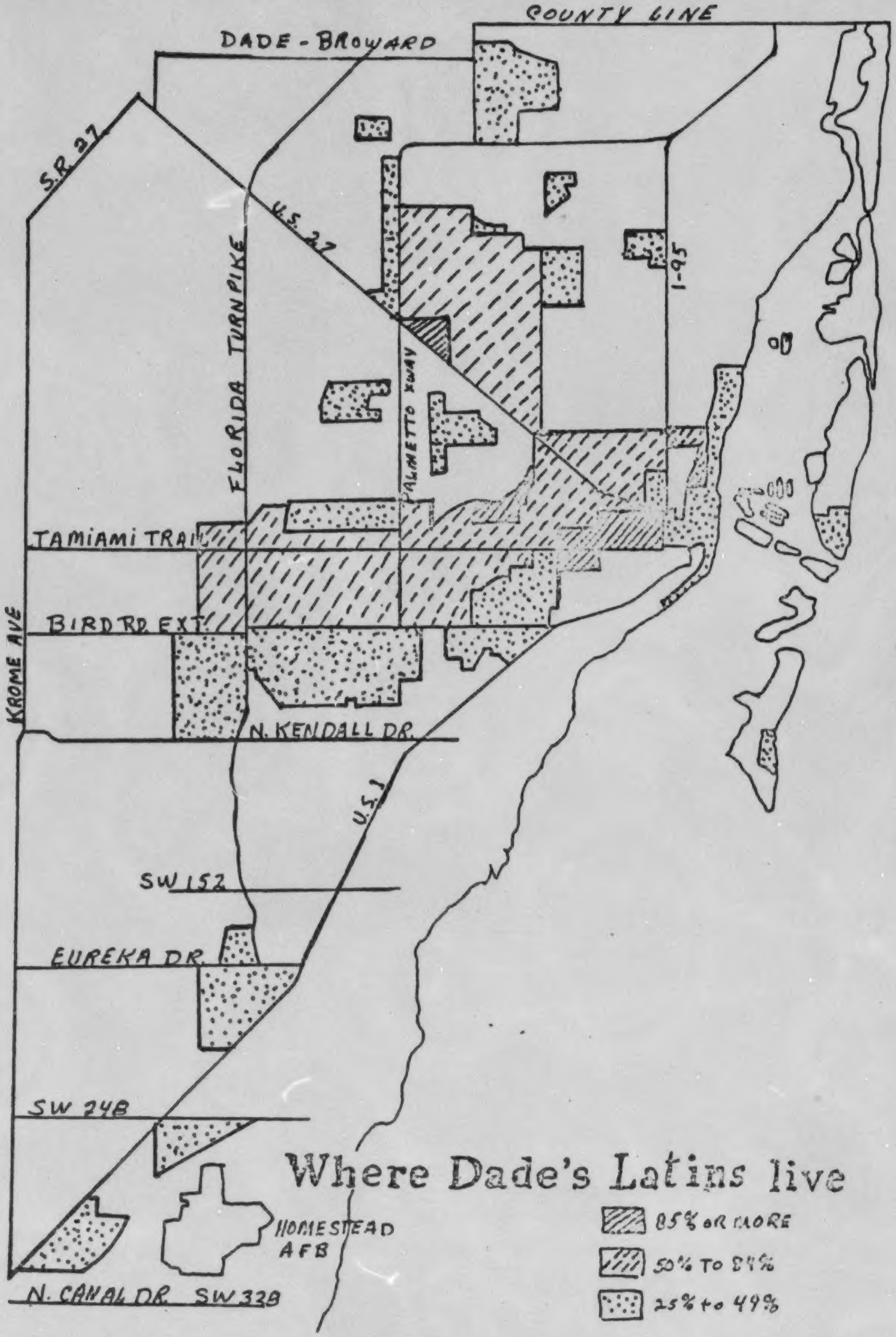
1950-1980

(APRIL 1, EACH YEAR)

YEAR	TOTAL POPULATION	LATIN POPULATION	PERCENT LATIN
1950	495,084		
1960	935,047		
1970	1,267,792	299,217	23.6%
1975	1,487,800	488,500	32.8%
1980	1,750,900	682,097	38.9%

SOURCE: U.S. BUREAU OF THE CENSUS
STRATEGY RESEARCH CORPORATION

Diagram #2


DADE - BROWARD
COUNTY LINE
S.R. 27
U.S. 27
FLORIDA TURNPIKE
PALMETTO XWAY
I-95
TAMIAMI TRAIL
BIRD RD. EXT.
KROME AVE
N. KENDALL DR.
U.S. 1
SW 152
EUREKA DR.
SW 248
HOMESTEAD AFB
N. CANAL DR. SW 338
▨ 85% OR MORE
▨ 50% TO 84%
⁙ 25% to 49%

Where Dade's Latins live

Diagram #3

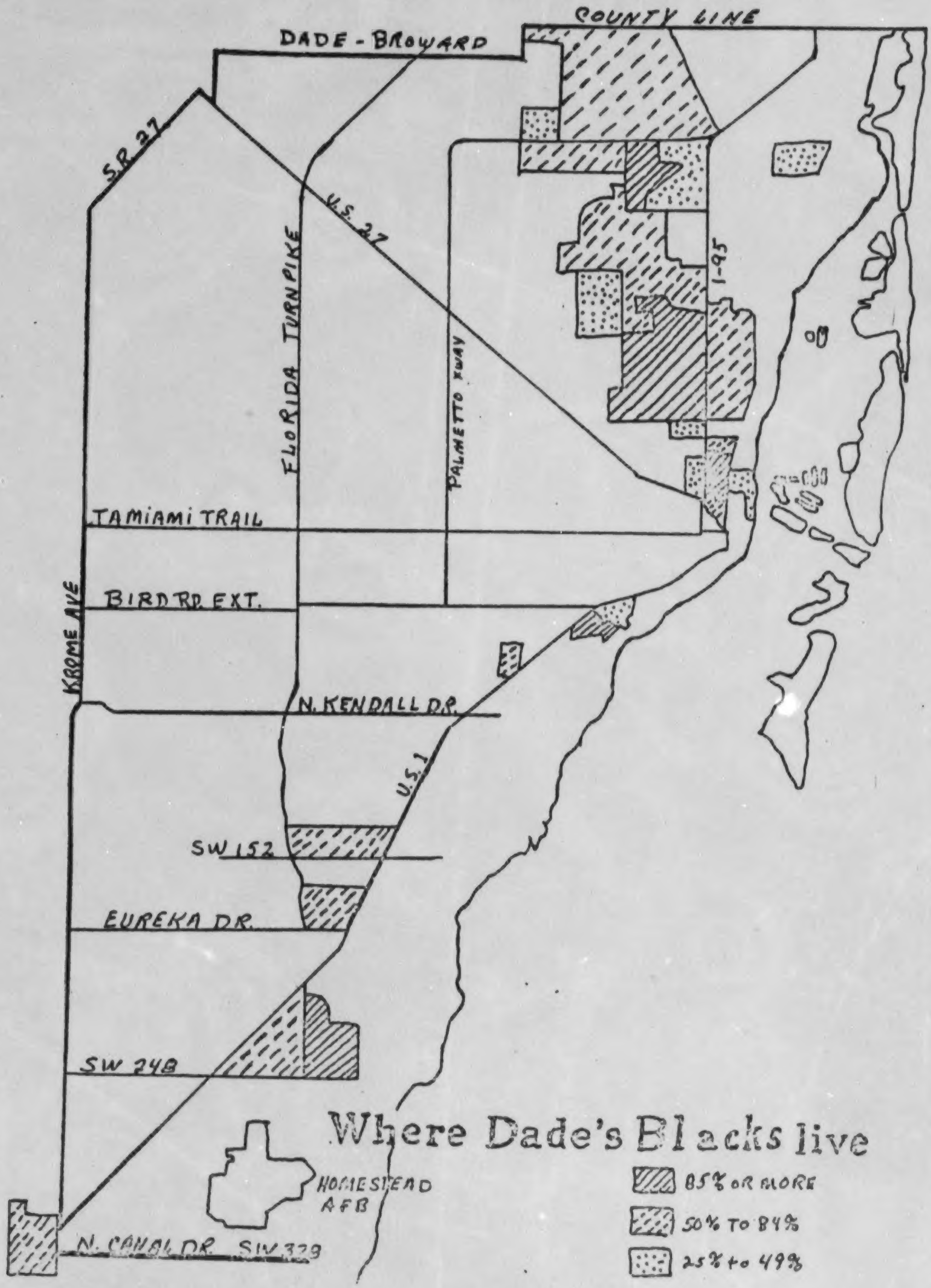
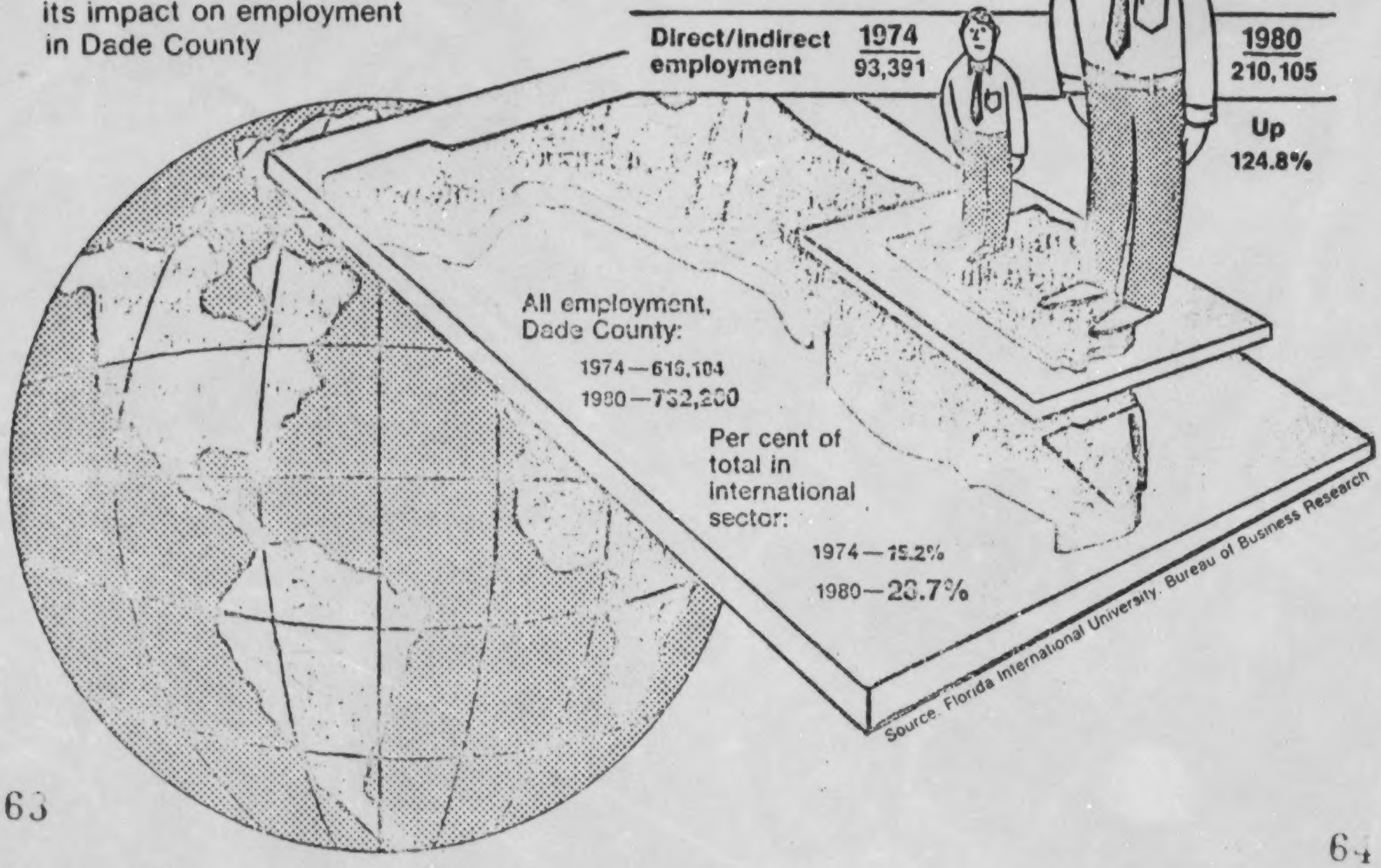

COUNTY LINE
DADE - BROWARD
S.R. 27
U.S. 27
FLORIDA TURNPIKE
PALMETTO XWAY
I-95
TAMIAMI TRAIL
BIRD RD. EXT.
KROME AVE
N. KENDALL DR.
U.S. 1
SW 152
EUREKA DR.
SW 248
HOMESTEAD AFB
N. CANAL DR. SW 328
Where Dade's Blacks live
▨ 85% OR MORE
▨ 50% TO 84%
▨ 25% to 49%

Diagram #4

Monday, September 14, 1981

International business and tourism:

its impact on employment
in Dade County



Source: Florida International University, Bureau of Business Research

Diagram #5

TABLE I

YEAR	TOTAL EMPLOYED	TOTAL EST'D INTERNATIONAL		PERCENT INT'L TO TOTAL
		DIRECT/ INDIRECT	IMPACT FACTOR 2.1%	
1980	732,200	93,756	196,887	26.7
1975	616,104	38,913	93,391	15.2
CHANGE				
NUMBER	+ 116,096	54,843	103,496	
%	+ 18.8	140.9	110.8	

Source: Bureau of Business Research, School of Business and Organizational Sciences, Florida International University

Diagram #6

DADE COUNTY SIC DIVISION RANKINGS

STANDARD INDUSTRIAL CLASSIFICATION	1980				1975			
	TOTAL EMPLOYED		TOTAL DIRECT+INDIRECT INTERNATIONAL		TOTAL EMPLOYED		TOTAL DIRECT+INDIRECT INTERNATIONAL	
NAME	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%
SERVICE	175,978	24.0	17,853	19.1	142,800	23.2	9,921	25.3
RETAIL	127,100	17.4	6,134	6.6	110,700	18.0	4,000	10.2
MANUFACTURING	101,500	13.9	9,905	9.7	91,300	14.8	8,023	20.5
PUBLIC ADMINISTRATION	95,000	13.0	9,500	10.1	70,900	11.5	990	2.5
TRANSPORTATION	69,700	9.5	18,567	19.8	54,900	8.9	9,774	24.9
WHOLESALE	57,300	7.8	4,119	4.4	41,300	6.7	1,098	2.8
FINANCE	53,100	7.3	10,258	10.9	45,400	7.4	1,940	4.9
CONSTRUCTION	42,100	5.7	17,261	18.4	42,000	6.8	1,312	3.3
AGRICULTURE	9,900	1.4	949	1.0	16,804	2.7	2,198	5.6
MINING	522	-	20	-	-	-	-	-
TOTAL DADE COUNTY	732,200	100.0	93,756		616,104		39,246	

SOURCE: BUREAU OF BUSINESS RESEARCH, SCHOOL OF BUSINESS AND ORGANIZATIONAL SCIENCES,
FLORIDA INTERNATIONAL UNIVERSITY

The very substantial Latin population not surprisingly stimulates a wide scope of educational activities. However a survey of area colleges indicate that the number of Spanish majors is relatively low. A major university such as F.I.U. has only thirty-five. A smaller private institution such as Barry University has only eleven. However,the enrolment in Spanish classes is much higher than that indicated by the number of majors. At F.I.U., approximately 480 students are enrolled in Spanish courses in the current semester. At Barry, the number is 120. At Miami-Dade Community College approximately 900 students are enrolled in Spanish language classes.

In bilingual education, Miami-Dade Community College has approximately 2,600 students; Biscayne College has 1,470 out of 2,460. At Miami-Dade over 8,000 students are enrolled in ESL (English as a Second Language) courses; Barry University has 130; F.I.U. has 251.

The secondary and elementary levels enrol a total of 223,000 students. Out of this number 85,000 are Hispanic; 69,000 are Black, 69,000 are Non-Hispanic White.

Within these perspectives of population and education, let us proceed to examine the impact of international trade in Dade County. Employment patterns in the County over the past five years dramatically illustrate the increased role of international business and tourism, which in Dade County reflects primarily the impact of the Latin community (diagram #4). Less graphically elegant but no doubt clearer is the chart showing comparative employment statistics of the five-year period (diagram #5). The total employment increased by almost 19%; in the international sector employment increased by an astounding 141%.

This increase in employment can be illustrated more specifically according to major categories (diagram #6). While the total number employed in each category is relatively stable, the increases in the international sectors of

Diagram #7

AGRICULTURE, FORESTRY AND FISHING

YEAR	TOTAL EMPLOYED	TOTAL EST'D INTERNATIONAL DIRECT+INDIRECT	PERCENT INTERNATIONAL TO TOTAL
1980	9,900	949	9.6
1975	16,804	2,818	16.8
CHANGE			
NUMBER	- 6,904	-1,869	
%	- 41.1	- 66.3	

SOURCE: BUREAU OF BUSINESS RESEARCH, SCHOOL OF BUSINESS AND ORGANIZATIONAL SCIENCES, FLORIDA INTERNATIONAL UNIVERSITY

Division A.

Agriculture, forestry and fishing

Major Group 01. Agricultural production - crops
Major Group 02. Agricultural production - livestock
Major Group 07. Agricultural services
Major Group 08. Forestry
Major Group 09. Fishing, hunting, and trapping

Diagram #9

TRANSPORTATION, COMMUNICATION, ELECTRIC, GAS AND SANITARY SERVICE

YEAR	TOTAL EMPLOYED	TOTAL INTERNATIONA DIRECT + INDIRECT	PERCENT INT'L TO TOTAL
1980	69,700	18,567	26.6
1975	54,900	9,774	17.8
CHANGE			
NUMBER	+ 14,800	+ 8,793	
%	+ 27.0	+ 90.0	

Source: Bureau of Business Research, School of Business and Organizational Sciences, Florida International University.

With 18,567 employed in the international sector, this Division is number one in 1980. More than 26% of Transportation, Communication, etc. rely on the international economy. Total employed increased 27% since 1975

Diagram #10

Division E.

Transportation, communication electric, gas and sanitary services

Major Group 40. Railroad transportation

Major Group 41. Local and suburban transit and interurban highway passenger transportation

Major Group 42. Motor freight transportation and warehousing

Major Group 43. U.S. Postal Service

Major Group 44. Water transportation

Major Group 45. Transportation by air

Major Group 46. Pipe lines, except natural gas

Major Group 47. Transportation services

Major Group 48. Communication

Major Group 49. Electric, gas, and sanitary services

This Division covers three main areas: transportation, communications and utilities. The largest Major Group is 45, Transportation by Air. It employs 30,200 on its payroll with 9,686 devoted to the international sector. The 1975 study indicated 7,515 related to international employment which gives an increase of 28.9%. Communications or Major Group 48 is next with 12,400 total employed and 3,252 international.

Finance, Insurance and Real Estate

YEAR	TOTAL EMPLOYED	TOTAL INTERNATION DIRECT + INDIRECT	PERCENT INT'L TO TOTAL
1980	53,100	10,258	19.3
1975	45,400	1,940	4.3
CHANGE			
NUMBER	+ 7,700	+ 8,318	
%	+ 17.0	+ 428.8	

Division H.

Finance, Insurance, and Real Estate

Major Group 60.	Banking
Major Group 61.	Credit agencies other than banks
Major Group 62.	Security and commodity brokers, dealers, exchanges and services
Major Group 63.	Insurance
Major Group 64.	Insurance agents, brokers, and services
Major Group 65.	Real estate
Major Group 66.	Combinations of real estate, insurance loans, law offices
Major Group 67.	Holding and other investment offices

As a whole, this division added 33,178 people to the payroll since 1975 and thus remained number one in total employed for both 1975 and 1980 in the Dade County's employed ranking.

Service

YEAR	TOTAL	TOTAL INTERNATION	PERCENT INT'L TO TOTAL
	EMPLOYED	DIRECT + INDIRECT	
1980	175,978	17,853	10.1
1975	142,800	9,921	6.9
CHANGE			
NUMBER	+ 33,178	+ 7,932	
%	+ 23.3	+ 80.0	

Diagram #14

Division I.

Services

Major Group 70. Hotels, rooming houses, camps and other lodging places

Major Group 72. Personal services

Major Group 73. Business services

Major Group 75. Automotive repair, services, and garages

Major Group 76. Miscellaneous repair services

Major Group 78. Motion pictures

Major Group 79. Amusement and recreation services, except motion pictures

Major Group 80. Health services

Major Group 81. Legal services

Major Group 82. Educational services

Major Group 83. Social services

Major Group 84. Museums, art galleries, botanical and zoological gardens

Major Group 86. Membership organizations

Major Group 88. Private households

Major Group 89. Miscellaneous services

Retail Trade

YEAR	TOTAL EMPLOYED	TOTAL INTERNATION DIRECT + INDIRECT	PERCENT INT'L TO TOTAL
1980	127,200	6,134	4.8
1975	110,700	4,000	3.6
CHANGE			
NUMBER	+ 16,400	+ 2,134	
%	+ 14.8	+ 53.3	

Source: Bureau of Business Research, School of Business and Organizational Sciences, Florida International University.

Diagram #16

Division G.

Retail trade

Major Group 52. Building materials, hardware, garden supply and mobile home dealers.

Major Group 53. General merchandise stores

Major Group 54. Food stores

Major Group 55. Automotive dealers and gasoline service stations

Major Group 56. Apparel and accessory stores

Major Group 57. Furniture, home furnishings, and equipment stores

Major Group 58. Eating and Drinking places

Major Group 59. Miscellaneous retail

Major Group 58 - Eating and drinking places has the largest number employed 38,400 with 746 in the international sector. General merchandise stores or Major Group 53 reflect more international sensitivity with 1,987 in the international area.

WHOLESALE TRADE

YEAR	TOTAL EMPLOYED	TOTAL INTERNATIONA DIRECT + INDIRECT	PERCENT INT'L TO TOTAL
1980	57,300	4,119	7.2
1975	41,300	1,098	2.7
CHANGE			
NUMBER	+ 16,00	3,021	
%	+ 38.7	275.1	

Wholesale Trade

Although total employed increased a respectable 38.7%, the Wholesale Trade made a whopping 275% increase in the international sector.

employment are in many cases exponential. It will be useful to examine specific categories of employment represented on this chart, beginning with the somewhat negative performance of employment in agriculture, forestry and fishing (diagram #7). The decline of opportunity is evident in all areas, showing losses of 41% in total employment and 66% in the international sector. The employment opportunities affected by this category are shown in diagram #8. As in the case of agriculture, the minimal activities in the area of mining are irrelevant to this study. However, all other categories of employment show a very substantial impact in the international sector.

The category of transportation provides the greatest opportunity in international business and tourism (diagram #9). The total increase of employment opportunity over the five-year period was 27%; in the international sector it was at 90%. The business careers available in this category are shown on diagram #10.

The impact of the Latin community in finance, insurance and real estate has been exponential, with the increase at 429%! (diagram #11). The business opportunities in this category are listed on diagram #12.

The area of service provides the largest number of employment opportunities in Dade County (diagram #13). The increase over five years has been at 23%; however, in the international sector the increase jumped by 80%. The business careers available under this category are shown on diagram #14.

Similar increases in employment opportunities are shown under the category, retail trade (diagram #15). The 53% increase in the international sector should not blur the relatively minor role of this category in the international and/or Latin sector. The opportunities represented by this category are listed on diagram #16.

Increases in wholesale trade show dramatic gains in the international sector, 275% (diagram #17). The numbers employed in international trade (4,119)

Diagram #18

PUBLIC ADMINISTRATION

YEAR	TOTAL EMPLOYED	TOTAL INTERNATION DIRECT + INDIRECT	PERCENT INT'L TO TOTAL
1980	95,000	9,500	10.0
1975	70,900	990	1.4
CHANGE			
NUMBER	+ 24,000	+ 8,510	
%	+ 34.0	+ 860.0	

Diagram #19

CONSTRUCTION

YEAR	TOTAL EMPLOYED	TOTAL EST'D INTERNATIONAL DIRECT+INDIRECT	PERCENT INTERNATIONAL TO TOTAL
1980	42,100	17,261	41.0
1975	42,000	1,312	3.1
CHANGE			
NUMBER	+ 100	+15,949	
%	+ .24	+ 1,215.6	

SOURCE: BUREAU OF BUSINESS RESEARCH, SCHOOL OF BUSINESS AND ORGANIZATIONAL SCIENCES, FLORIDA INTERNATIONAL UNIVERSITY

DADE COUNTY VISITORS

YEAR	INTERNATIONAL	DOMESTIC	TOTAL
1970	394,669	5,750,000	6,144,669
1975	601,727	5,751,000	6,352,727
1978	1,347,204	8,000,000	9,347,304
1979	1,802,182	10,000,000	11,802,182
1980	2,390,168	11,110,000	13,500,168

SOURCE: DADE COUNTY DEPT. OF TOURISM
STRATEGY RESEARCH CORPORATION

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INTERNATIONAL VISITORS BY REGION

INTERNATIONAL VISITORS BY REGION	1978	1979	1980
EUROPEAN COUNTRIES	164,506	246,868	400,000
CARIBBEAN COUNTRIES	401,519	550,058	698,573
LATIN AMERICAN COUNTRIES	643,433	830,266	1,079,345
OTHER COUNTRIES	137,691	174,990	212,250
TOTAL	1,347,149	1,802,182	2,390,168

SOURCE: DADE COUNTY DEPT. OF TOURISM
STRATEGY RESEARCH CORPORATION

are still disproportionately low to the total work force in this category (57,300).

Public administration shows an exponential (860%) impact in the category of public administration (diagram #18).

The category of construction also illustrates dramatic exponential impact (1,215%) in the international sector (diagram #19).

While not all the action in the international sector relates to Spanish, the overwhelming percentage is clearly due to the resident Latin population and to the extensive tourist trade. Over a period of ten years, domestic tourism has doubled; during the same period international tourism has increased six-fold (diagram #20). The bulk of international tourism has been Latin (diagram #21). The rates of growth in this category reveal patterns that show Dade County not only moving toward bilingualism (Spanish) but toward becoming a cosmopolitan international trade center.

The immediate objectives of this case study were to illustrate the scope in Dade County of bilingual education and of related business careers. The message has been both graphic and dramatic.

By way of conclusion several comments on the biligual community may be of interest. 209,500 or 34% of the households in Dade County are Latin, and of these approximately 80% are Cuban. 37% of the Latin heads of household have a college education, 57% of the Latin population are citizens of the United States.

The average Latin in Dade County is about 35 years old; a full two-thirds of the Latin population is at a working age (19-64). Over a third of heads of Latin households have white collar jobs, and the average Latin household has 1.8 members working full-time outside the home. The resulting average household income is at $22,350, yielding a total Latin income of 4.7 billion dollars. Latin visitors spend an additional 1.5 billion dollars.

The Latin phenomenom is very clearly a story of economic success, but it is also clearly culturally based. 75% of the Latin population continues to speak Spanish most frequently in the home. Although Latins patronize stores offering goods at fair prices, they also reflect shopping patterns that are conditioned by the sense of feeling culturally welcome. The attachment to the cultural base is strengthened by the availability of a rich Latin culture in Dade County and of numerous Latin cultures in proximity. The sharing of cultural as well as economic pursuits among Latins markedly slows the process of assimilation of the Anglo culture by the Latin community.

The Anglo portion of Dade County is also growing, with many of the newer residents showing increased bicultural sensitivity and orientation. These new residents are gravitating toward opportunities in international trade.

Also significant on the bicultural scene are 1) the bilingual ordinance, in the best all-American tradition of ethnic and cultural backlash; 2) the underground drug trade promoted by an emerging Latin Mafia (Latins are seven times more likely than Anglos, and nearly three times more likely than American blacks to be murdered in Miami); 3) the economic vulnerability that emerges from dependence on trade with politically unstable countries. The urgency of time compels us to gloss over these and other issues and to move toward closure with the simple affirmation that the Latin phenomenom in Dade County will continue to increase in size, impact, and opportunity.

Implications for Bilingual Business Education

Introduction

Literature during the past decade devotes considerable space to the subject of bilingualism in business education. The last ten years produced liteature on such topics as:

- bilingual education for office occupations
- teaching the Spanish-American
- multiculturalism in business education
- business education south of the border
- vocationasl training for the bilingual job market
- Mexican-Americans hail opening of occupational center
- the challenge of bilingual business education
- foreign language career preparation
- languages can pay off
- bosses with an accent
- world-wide competition--can the U.S. Business meet the challenge?

More recently, articles have been written on foreign language and business administration, Mexican-American Management Programs, and the rapidly expanding of international business education programs.

Research at the master's and doctoral level on the subject of bilingual business education reflect a growing concern for language factors, job performance shortage of bilingual personnel, bilingual business curricula, and new approaches for bilingual business education.

Publishing companies have begun to expand their educational materials for a bilingual student community, and regional conventions reflect a new-found commitment to a historically neglected segment of business education.

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Early advocates of bilingualism in business education include Maxine Emery, Nelda Garcia, Vernon Linnaus, with more recent writers Louis Chacon, Robert Ristau, and Aida Santiago-Perez.

The Spanish-Speaking Dilemma

The latest Census Bureau figures report about 13 million persons of Spanish origin in the United States, comprising nearly 7% of the nation's population. Persons of Mexican origin make up more than half of this group with 8.5 million persons; Puerto Ricans are next with more than 1.5 million; and some 2 million other persons of Latin American origin.[1]

Spanish origin populations are characterized by being younger than other Americans, not so well educated, and far less likely to be in white-collar occupations. Although public schools have made some attempts to assist language minorities, the following statistics reveal the urgent need for increased efforts:[2]

> In Boston, 6.2 percent of the Puerto Rican adults are illiterate in both English and Spanish;
>
> In New York City schools with Puerto Rican minorities, 85 percent are below grade level in reading and a third are 2 years below grade level;
>
> Spanish surnamed students in California leave the 12th grade 3½ years behind and in Illinois, 5 years behind.

Texas describes 40 percent of its Spanish-speaking citizens as functional illiterates;

The average Chicano (Mexican) child in the Southwest drops out of school by the 7th year.

The median age of Hispanics was 22.1 in 1978, almost 8 years younger than the median age for non-hispanics. Among persons of 25 years old or more, 41 percent of those of Hispanic origin had completed 4 years of college. This percent stands in contrast to 67 percent completing high school and 16 percent completing college among non-hispanics. Younger groups of Hispanics are, on the average, better educated than their elders', but this attainment is also true of the whole population of the United States. At each age, relatively fewer persons of spanish origin have completed high school than those not of Spanish origin.[3]

Fortunately, it is not difficult to comprehend the disadvantages a relatively younger and less well-educated population has in competing in the marketplace both for jobs and a share in the nation's business structure. A growing concern for educators should also be the continuing bilingual labor force projected for the 1990's.

Projections for the Bilingual Labor Force

There will be a significant rise in the number of bilingual employees, and language training for supervisors and managers alike will become more important as the rising service occupations are increasingly required to use foreign workers. There will be so few unskilled American citizens in the work force that our nation will face a shortage of some five million unskilled workers by 1990, according to Professor Clark Reynolds of Stanford in a recent report.[4] Thus, the "undocumented aliens" who seem to be a national worry will be recognized as a welcome addition to the work force.

Mexican workers as part of the American work force could rise to as high as 15 to 30 million from the present three million by the year 2000, Reynolds states. In many Southwestern sunbelt states, in Florida and in other states as well, the required absorption of Spanish-speaking workers will increase the problems of bilingualism in the work place, which will place a training burden on employers and the school systems surrounding the plants and offices. Cubans, Puerto Ricans and Mexicans are among the most rapidly growing segments of the population. The average age of Spanish-surname people is below 20, and their education and integration into the work force will comprise a major problem for trainers as well as industry generally.

Mexico itself doesn't hold much promise of restraining the immigration, for its population is growing faster than its ability to create jobs for its people, oil-based prosperity notwithstanding. Not only will Sanish-speaking workers abound, but lowered immigration regulations may be expected for such groups as the Vietnamese, Cubans, French-Canadians, and other refugees. These immigrants will take up slack in the availability of unskilled worders.

The barber in Mexico gets 50 cents for a haircut, compared with $5.00 in the U.S. It can be expected that, like Cubans, many Mexicans with higher than minimal credentials will make the trek northward to seek the new affluence that comes with the demand for unskilled workers and semi-skilled workers. Many of them will work in the new "In-Bond" plants in Mexico near the border (Maquilidoras) creating up to one million jobs by 1985. The employment of our Mexican neighbors South of the border will have an impact in our socioeconomic environment.

Toward a Bilingual America

In 1980 in many parts of the country, a substantial impact on the work force has occurred in the form of Spanish-speaking people as a significant part of the work force, especially at the lower levels, and in service jobs. This growing trend promises to become a near torrent by the end of the decade and will have considerable effect upon the supervisory skills and behovior required. Mexican migrants to the United States now account for some 10 percent of the annual growth in the work force, and this flux of workers is but the first stage. Professor Reynolds suggests that America faces a shortage of five million workers by the turn of the century; and the demand for migrants to fill the gap may run as high as 15 million workers by the year 2000, he suggests, if our economy grows at an annual rate of three percent.[5]

Fretting by some American citizens and the Immigration and Naturalization Service to the contrary, the pressures for more Spanish-speaking workers from Mexico, Cuba, and possibly other Latin American nations can be expected to grow as more college education and rising expectations of Americans continue to make menial work unattractive. Furthermore, for many, menial work isn't economically justifiable when welfare and similar programs provide food stamps, housing, medical benefits and other transfer payments. In essence a person could generate as much income for not working as would be available from working at one of the least desirable jobs in the labor market.

Reynolds concludes that Mexico must sustain a national rate of growth of seven percent to provide jobs for all of its people.[6] The results will probably be a northward migration, pushed by unemployment below the border, and drawn by the need for such labor above it. The high wages in the U.S. compared with Meixcan wages make it attractive to the best people in the underdeveloped neighbors to migrate.

These conditions suggest that the population will include a substantial number of people whose only language is Spanish or something other than English. This language barrier creates problems for employers. It calls for a wider effort in school systems under present federal laws will take up slack in the availability of unskilled workers.

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These conditions suggest that the population will include a substantial number of people whose only language is Spanish or something other than English. This language barrier creates problems for employers. It calls for a wider effort in school systems under present federal laws to provide bilingual education for children. The language barrier will add to taxes, and create demands for different kinds of school systems. It will also require that many firms in the southern tier and beyond will have to study the impact of bilingualism upon the work place.

Supervisors who can deal with Spanish-speaking employees, not only in language skills but in cultural expectations, will be needed. Labor relations will be different from the traditional collective bargaining in places like Detroit and Philadelphia in the 1950s and '60s and will call for some new skills in union relations, at both line and staff levels.

There will be a greater demand for bilingual people in staff and upper management positions as well. Such ordinary matters as signs, publications, and instructions will tend to be more bilingual, which calls for people who can both read and write in two or more languages in many firms.

The verstaility of utilizing more than one language will become even more important as our nation tries to find new cheap labor by moving plants to overseas locations, or set up more "in-bond" assembly plants close to the U.S.-Mexican border on the Mexican side, which could employ as many as one million Mexicans by 1985. Language courses will have to be established to meet the need for communicating in more than one language. These language courses could be farmed out to colleges, universities, and private language schools, but major corporations may find more language labs being established in-house by corporate trainers. Based on the need for bilingual/bicultural training, business education, through its various disciplines related to office skills and supervisory management, can assist in filling the void of required skills.

Implications for Business Education

Bilingual business education represents a bold new attempt to remedy defects in our way of educating students who enter school with a limited knowledge of English. Stated affirmatively, bilingual business education aims to equalize the conditions of all students. All students speak at least one language and are equipped with a usual complement of concepts and effects when they enter school. By taking full advantage of this "readiness" to expand their learning, the bilingual business student may then develop those skills to function in the international arena with a marketable skill. President Reagan's visits with President Portillo Lopez on January 1980, and in April focused on the exchange of U.S. and Mexican relations to establish a mini-common market (200-miles) along the U.S. and Mexico border. A mini-common market will undoubtedly lead to more enterprising opportunities and an attractive market for the bilingual (Spanish/English-speaking) person.

More specifically, if bilingual business education programs are to be of quality to match their promise, it seems reasonable to expect the following benefits:

1. Through the study of a foreign language (Spanish) a student of business can combine these talents in preparation for a bilingual career.
2. Through the study of history and culture, the student will acquire an awareness and understanding beneficial in the international business setting.
3. Through belonging to the cultural mainstream, the student will feel comfortable in associating with representatives of other cultural streams.
4. To develop appreciation of the need of American specialists in business fields who are bilingual speakers.
5. To improve our image at home and abroad by cooperating with other nations by developing international business education programs.

In summary, it is apparent with the increasing movement of both undocumented and documented workers entering the United States, who predominately speak a language other than English, employers will be confronted with numerous language barrier problems. If the emphasis on behalf of business organizations is to continue maximizing profits through human resource development work methods, and sophisticated technology, then it is imperative that business educators assist in the education of the non-English speaking student. This assistance could be accomplished through a sound program of study in business education in the secondary and post-secondary school.

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2. Ibid, p. 189

3. *Monthly Labor Review*, February, 1979, pp 54-58

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6. Ibid, p. 18

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THE MANAGEMENT-BUSINESS PROCESS: CULTURAL CONSIDERATIONS

by

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INTRODUCTION

The primary purpose of this paper is to consider the notion of culture and how it might affect the business/management process in a Hispanic setting. This work is expected to raise some issues, generate interest and appeal to people in business and management who are planning to work or engage in business endeavors in Latin America or with Hispanic groups in the United States.

This paper is divided into four parts: the first attempts to offer a rationale for considering the impact that cultural aspects exert on the business/management process; the second part considers the role that culture plays and attempts to show how it contributes to the development of human beings; the third section presents five key cultural traits of the Latin American community and attempts to demonstrate how these affect the business/management process; the fourth section summarizes the central points and an effort is made to generate interest in understanding cultural traits so that some needs of worker and business firms are met in a manner that is acceptable to both.

THE IMPACT OF CULTURE ON THE BUSINESS WORLD

This paper is based on a premise which has been expressed very succinctly by the authors of Reference Manual on Doing Business in Latin America:

> "Users of this manual are probably predisposed to accept as fact the great significance of Latin America to the business and economic well-being (as well as to the political and security interests) of the United States...Direct U.S. private investment in Latin America totaled $23.8 billion in 1978. Total U.S. exports to the region in 1978 were over 20.2 billion. U.S. imports for that same year were also approximately $18.6 billion, for an overall total for Latin America trade in 1978 of nearly $38.8 billion. According to U.S. Department of Commerce estimates, a substantial majority of the over 40,000 U.S. business firms that export are involved in some aspects U.S. - Latin American Trade" [1]

The statement above indicates quite clearly the new thrusts and markets in which the multinational corporations are engaging. The implications of this situation are that if corporations desire to be competitive and expand, new and innovative approaches in business/management should be seriously considered.

A study by Heidrick and Struggles, Inc., a U.S. based executive search organization, reveals that:

> "the most promising markets for the 1980's in order of number of mentions, are West Germany, Japan, Mexico, France and United Kingdom, the Middle East, Spain, Canada and Brazil." [2]

Of the six countries listed, three of them fall into the Latin category. If corporations desire to take advantage of these markets a sound knowledge of the Latin American community has to be gained and utilized in a judicious manner.

In another article in the same publication, a study conducted by management consultants Urwick, Orr and Partners, Ltd. in the United Kingdom, revealed that in the industrial relations area, the five most important activities in which companies expended effort and money were the following in descending order of priority:

Communicating with employees
Company contraction
Company reorganization
Bonus scheme changes
Pay structure changes [3]

As can be seen, an important concern for businessmen and managers is in the area of communication with personnel. It is advisable for businessmen and managers who work with a Latin clientele or whose employees are Spanish-speaking, to make a conscious and sincere effort to understand, accept and respect cultural differences.

This paper attempts to provide a framework for further study and analysis in the area of cultural dimensions in business/management. The topic of cultural aspects that affect business and management is a complex one that requires systematic analysis, study and understanding. The role of culture in the Spanish-speaking community is indeed important in that it "instinctively considers individual human relationships, based on emotion rather than on reason, to be more important than the rule of law, more important than almost any other aspect of life"[4]

CONCEPT OF CULTURE

One of the definitions that Webster's Collegiate Dictionary offers for culture is "a behavior typical of a group or class."[5] Brooks, on the other hand, says that it includes "patterns for living, the individual's role in the unending kaleidoscope of life situations of every kind and the rules and models attitude and conduct in them."[6] According to Moran, culture "refers to the cumulative deposit of knowledge, beliefs, values, religion, customs, and mores acquired by a group of people and passed on from generation to generation."[7]

Perhaps there are as many views of culture as there are minds. Even though it is difficult to arrive at a conclusive definition for culture, one should not stop efforts to understand the role that it plays in our lives. Our point of departure is to emphasize the multifaceted nature of "culture" and attempt to underline its role and its influence in shaping a point of view, mentality and personality in its people.

Why is it important for us in business/management positions to consider culture and its impact? Culture is the heart of the business management process in all organizations. Culture affects the organization in terms of new thrusts, structure, work activities and ambience. Culture also contributes to job performance, as well as to the lack of motivation due to interpersonal and group conflicts in the organization. In public institutions, culture plays a part in contributing to economic, political and social issues. It seems logical to take a closer look at the impact that culture has on business ventures as well as in managing the organization and in the realization of its goals.

In terms of public relations, we, as businessmen and managers, should know that:

> Culture is often misunderstood and generally has not been considered important by policy makers, officials and workers.
>
> Culture and its role in job performance contributes positive rewards to all members of the organization and the organization itself.
>
> Every person in the firm is a "cultural being" who is influenced and molded by his background.

For the purpose of this article, culture can be viewed as a process that is dynamic and elusive. It includes values, mores and a point of view which leads to a wide range of personalities. It is not only the superficial heritage and mechanical exercises which are exhibited in "fiestas," dances, holidays and food; it is a spiritual and vital process that shapes the members of the group. Because it is such an important element of life, it makes good sense for people in business/management positions, to understand the dynamics of culture while conducting business transactions and in the executing of responsibility within the organization.

The five cultural traits that have been selected for analysis in this paper are those that belong to a category often called "covert," "implicit" or "non-material" culture. Such culture is not easy to identify or recognize as it is found at the unconscious level, and may be taken for granted, many times, by members of the target group. In a business/management environment, there may be occasions where there are different points of view. One will view his own culture from an insider's point of reference and will look at the other culture as an outsider. These two perspectives are both valid but neither view represents the total picture of the situation. Rather it is the combination of views that might give the respective viewers (insiders and outsiders) a better understanding of each other.

Our task, then, is to present an insider's view of five cultural traits of many Hispanic people. The cultural traits are individualism, dignity, machismo, destiny and interpersonal relationships. It is hoped that by presenting views of this nature, the outsider will be helped to understand culture as seen from the point of view of one who participates in it.

CULTURAL TRAITS OF HISPANICS

Sidney W. Mintz in his "Puerto Rico: An Essay in the Definition of National Culture"[8] discusses some cultural aspects that help describe the Puerto Rican culture. The cultural traits that we have selected from his essay and which we will attempt to expand within a business/management context are; individualism, dignity, machismo, destiny and interpersonal relationships.

Individualism

It is accepted and practiced by every person. Individualism permits every person to be him/herself without fearing that his/her behavior or individualism is being considered offensive or negative. It allows for every person to manifest his/her unique characteristics or attributes. For the Spanish-speaking community every person is an individual who possesses distinct inner qualities which should be allowed to surface provided that no harm is done to people, living beings or property. The process of becoming an individual should not be confused with individualism or an individualist who doesn't want to conform to a group or prescribed behavior. In a business/management situation, the process of becoming an individual should not be interpreted as a lack of cooperation, insubordination or indifference. An example of this behavior is when a worker attempts to "make his mark" or manifest his/her innermost qualities that he/she feels makes him/her different from others. At times, the worker takes great pride in doing a good job and proceeds to do so; such effort should not be thwarted, but encouraged. There is a fine line between individualism and egotistical behavior, but for a person in a business or supervisory position common sense and an understanding of the many variants of individualism should be considered.

Dignity

This refers to the inner value of worth that every person possesses. Every person has an element of merit that should be acknowledged, respected and accepted. In a cultural context, a Spanish-speaking person feels that at least an opportunity must be given him/her in order to demonstrate his/her true worth. Such worth is manifested by the pride shown in his/her work and in every ounce of effort expended. Dignity also recognizes that a person who is unable to exhibit worldly success is due respect and acceptance and is a being who possesses integrity and worth. Another variant of dignity is one that is used frequently to hide a feeling of inadequacy or incompetence. This use of dignity serves as a crutch for the individual to hide his shortcomings. To differentiate between pretentiousness and true dignity is a problem for a person not familiar with this cultural trait. An example of this behavior is when a worker will not carry out an order or task because he/she feels that such action is demeaning and feels that his/her worth as a person is not being valued. A worker that uses dignity to hide his/her incompetence is one that will offer excuses and claim that the task or order is not compatible with his/her abilities.

The knowledge of how dignity is utilized by the worker in different situations will be advantageous to management because it will allow the supervisory staff to evaluate a situation and take appropriate measures.

Machismo

In the Spanish-speaking community this term basically refers to attitudes and values that deal with the concept of being a man of honor and dignity. The idea of male prowess or chauvinism has been ascribed to machismo by many who hold distorted views or have no idea of what machismo suggests to the Spanish-speakers mind. Sexual prowess plays an insignificant role in the concept of machismo. Machismo deals with the concept that man develops his manhood through his values--dignity, loyalty, individualism, honesty, decency, honor, dependability, sense of responsibility, caring, etc. Machismo permits a man to present himself to society in a way that reflects his perceptions of himself; he wants to be viewed by his peers and society as a man who possesses the values that have been outlined above. In a business transaction, any behavior that suggest displeasure with or questions the worker's values might cause the relationship to become strained. A person who is in a management position needs to fully understand the "macho" concept and be quite adept in the language to deal with nuances.

Destiny

In the Spanish community this concept refers to the inevitable course of events to which a person is destined. This chain of events to which a person is subjected is beyond the person's ability to control or re-direct and should be accepted without question. To many in the Spanish-speaking community, destiny is a part of life which is imposed by a superior being. Everyone has a mission in life which has been pre-ordained.

In terms of reaching goals and success in life, responsibility, dependability, loyalty, decency, honesty, and hard work are not the only factors that determine the realization of goals; it is luck and the Supreme Being's decision in the scheme of life that help man in achieving his goals and aspirations.

With regard to job performance, the concept of destiny also influences the worker. Monetary incentives and job promotion don't necessarily guarantee better performance. Motivation and improving job performance have to be handled through alternative avenues. One way to improve job performance is to provide the worker with a sense of security, a sense of belonging to the organization and by a sincere acknowledgement by the management that the worker's contribution is valued and important for the growth of the organization. There are many ways to motivate a worker and by understanding his/her "cultural baggage," the astute manager can utilize such knowledge to enhance motivation.

Interpersonal Relationships

This term refers to the relationship that is established between businessman and client, or between manager and worker. For the Spanish-speaking businessman and worker, this cultural aspect is most important because human interaction is the heart of life; man must interact with other fellow beings in order to give meaning to his dreams, aspirations, and life. The interaction that is established helps people to develop talents and to become a person full of vitality.

The interpersonal relationships established in a business venture, of course, help the partner define his/her role and express his/her individuality. A manager that is supportive of fostering positive interpersonal relationships in the organization affords the worker the opportunity to be viewed not only as a worker, but as a loyal contributor who invests his talents in the organization. Working in an organization that promotes good interpersonal relationships allows the worker to take pride in his/her work and feel as an integral part of the organization.

CONCLUSION

Businessmen and personnel in management have usually not been too concerned with cultural differences while performing their responsibilities in the business world. Today, as businessmen are confronted with numerous problems in the economy--inflation, high interest rates, and so forth--and with the world becoming smaller, they have had to reassess their approaches and priorities in terms of identifying innovative thrusts that will make their organizations more competitive in the international market. For some organizations a closer look at their business approach and management practices has yielded positive results; a closer look at becoming more personable, efficient and productive has required the corporations to focus their attention on inteper-sonal relationships. Corporations today are taking into consideration the welfare of the worker not only from the salary and benefit point of view, but also from a human point of view. The question then is, how can a corporation generate new thrusts in the world of business and provide a more personal relationship with its employees?

It has been the view of the author that business and management have to create a more personal and humanistic relationship with their employees and business ventures. The business/management team should have a sound understanding of the cultural traits of the members of the business community and work force to ensure an environment with which the employees and business partners are comfortable. The five cultural concepts--individualism, dignity, machismo, destiny and interpersonal relationships--which have been discussed are essential in that they coalesce into a unit that is used by the members of the group as a center for self-actualizing. These five cultural aspects deal with basic issues of life that every person faces. These cultural traits have a direct bearing on a person's performance as a competent worker and on his perception of himself as a worthy individual. It is our responsibility as businessmen/managers to bring to a conscious level our understanding, empathy and concern and provide a pleasant and positive relationship. A close relationship offers the employee and businessman opportunity for self-actualization while achieving the objectives and goals of the organization.

NOTES

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[5] Webster's Seventh New Collegiate Dictionary, p. 203.

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PRESENT AND FUTURE EMPLOYMENT OPPORTUNITIES IN INTERNATIONAL TRADE: A STUDY OF EMPLOYMENT NEEDS, OPPORTUNITIES, AND EMPLOYER EXPECTATIONS IN INTERNATIONAL TRADE--AN EXAMINATION OF POSITIONS IN BUSINESSES WITH BILINGUAL REQUIREMENTS

by

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Foreword

This study was conducted over a period of eight months in cooperation with the Department of Foreign Languages and Bilingual Studies at Eastern Michigan University. The support and encouragement given to this study by Dr. Jean Bidwell, Head of the Department, Dr. John Hubbard, Director of the International Trade Program, and other members of that faculty was an important element in being able to successfully launch and complete this study.

The invaluable assistance of Ms. Irene Correia, a Graduate Assistant in the Department of Foreign Languages and Bilingual Studies, also is gratefully acknowledged. Ms. Correia was an important element in the process of developing the instrumentation, conducting the literature review, and analyzing data.

Special appreciation also is expressed for the cooperation and support of Dr. Rosetta Wingo, Head of the Department of Administrative Services and Business Education; and to Mrs. Fay Davis, department secretary, and the department typists who waded through several "miserable" rough drafts and produced a final copy of this report.

The employers who cooperated in this study have contributed in a significant way to the efforts of Eastern Michigan University to develop and offer to its students an academic, career-oriented program of studies which will prepare them realistically for present and future bilingual job opportunities.

It was a privilege, as well as a "labor of love," to conduct this study and develop this final report.

Robert A. Ristau
Principal Investigator

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A STUDY OF EMPLOYMENT NEEDS, OPPORTUNITIES, AND EMPLOYER EXPECTATIONS IN INTERNATIONAL TRADE

I. BACKGROUND TO THE STUDY

Eastern Michigan University's Department of Foreign Languages and Bilingual Studies, in cooperation with the College of Business, planned and developed an academic program focussing on the preparation of graduates for careers in bilingual positions in business. (Ristau and Muller, 1980.) The academic program consists of majors at the undergraduate and graduate levels. Students in both programs complete course work in business administration and in one or more languages of their choice. The program, known officially as "Language and International Trade," was formally approved by the Regents of the University in 1978.

A. The Language and International Trade Program

The Language and International Trade program presupposes an availability of positions in business and assumes basic requirements for employment in those positions. With the assistance of an advisory committee composed of business representatives from several southeastern Michigan firms involved with international trade, the planners and developers of this program based their decisions regarding courses and course configurations in part on information provided by the employing community. Both formal and informal conversations with representatives of various businesses indicated a present and emerging need for employees with foreign language and business administration expertise. Some new courses were developed for this program, and course content was modified in some areas of study.

The initial response by students to the new offering was encouraging. A considerable number of students enrolled in both the undergraduate and graduate programs. Faculty of the Department of Foreign Languages and Bilingual Studies responded with noticeable enthusiasm to the new program, which includes a cooperative education experience developed in conjunction with firms located in Germany and France. The cooperative education program adds an important dimension of legitimacy to the program and the observed need. A continual upgrading and expansion of the Language and International Trade Program is in evidence.

Advising students regarding the specifics of career opportunities in this area of international trade, and in particular addressing the nature of entry-level positions and the nature of potential employer expectations, was an area identified as one needing investigation and analysis. A survey of employers conducted in the summer of 1979 by Dr. Ray Schaub provided some useful information of a general nature concerning employment needs. It was determined subsequently, however, that it would be desirable to conduct a formal study which would seek specific information regarding the current and projected need for bilingual employees among private-sector employers in Michigan and some major cities in nearby states. The nature of that employment, and employer expectations concerning academic preparation, would be addressed. It was further determined that the study would be concerned only with the preparation phase at the undergraduate level.

B. Formulation of the Study

A cooperative venture between the Department of Administrative Services and Business Education and the Department of Foreign Languages and Bilingual Studies a few years previous to this study had involved the principal investigator in some planning activities with faculty from the Department of

Foreign Languages and Bilingual Studies. (Ristau and Muller, 1976.) That venture, one that prepared an undergraduate student for a successful venture into the business world as a bilingual secretary, led to subsequent efforts to develop courses and programs on a broader basis. The principal investigator also served on an advisory committee during the early formative years of the Language and International Trade program.

In the winter, 1980 semester, the principal investigator was employed for one-quarter time by the Department of Foreign Languages and Bilingual Studies. The employment provided for additional interaction with various faculty members and gave students a ready access to someone from the College of Business for advising purposes. The modification of an introductory business course for students in the International Trade program, and a proposal to conduct a study of employment needs, opportunities and employer expectations, were incorporated into the plan of work of that semester. A graduate assistant in the Department of Foreign Language and Bilingual Studies was made available to assist with this study.

The following questions, in cooperation with faculty of Department of Foreign Languages and Bilingual Studies, were developed by the investigator as ones to be included in such a study:

1. Do firms currently involved in international trade have a current and/or projected need for bilingual employees who have academic preparation in business administration?
2. If bilingual business administration employment opportunities exist, are they positions structured at the entry level and what is the current and projected need for such employees?
3. When applying for a bilingual position, is there an advantage in having expertise in more than one foreign language?

4. In what functional areas of business are bilingual employees most generally utilized?
5. What are the language proficiency levels desired in bilingual employees?
6. To what extent is preparation in business administration important as part of the Language and International Trade program?
7. Does the employing community recognize as important the attainment of official language certification in French or German? (Note: Eastern Michigan University's Department of Foreign Languages and Bilingual Studies currently administers the official certification examination in business French, the "Diplome Superieur de Francais des Affaires" and is making efforts to administer a business language examination in German. The German Section of the Department at present administers a general proficiency examination in German which measures four language skills through the third college year.)
8. How do employers view the four options available to students who choose to pursue an academic program involving preparation for a bilingual career? Is there a preference for one option over the others?
9. To what extent do employers deem as important the modification of language and/or business administration courses to provide a focus on dimensions of international trade?
10. To what extent do employers view the related cooperative education experience in foreign countries and/or the United States to be important?

11. What general advice do employers have for students who desire to prepare themselves for bilingual positions in business and industry?

C. Hypotheses

The following research hypotheses grew out of the analysis of questions to be answered through data provided by this study:

1. The business community has a present and projected need for bilingual employees who also are prepared scholastically in business administration.
2. Opportunities for students prepared for bilingual positions in business exist at entry levels of employment.
3. Students who have expertise in more than one foreign language have an advantage when applying for positions over those who have expertise in only one foreign language.
4. Employment opportunities for bilingual job applicants are found in a variety of functional areas.
5. Employers of bilingual job applicants desire language proficiency that includes translating from foreign-language documents and conversing with foreign-speaking clients and constituents.
6. The employing community is generally aware of the official certification examinations available in French and German and considers them when employing persons for bilingual positions in their companies.
7. Employers view the related cooperative education experience with firms in foreign countries and in the United States to be an important consideration when employing someone for a bilingual position.
8. Advice provided by employers for students who prepare for bilingual

careers includes some special concerns for foreign language and business administration preparation.

In addition, the following null hypotheses were formulated:

1. The requirements of employers in out-of-state firms do not differ in a significant way from those of Michigan employers.
2. Employers do not view as superior any one of the four options available to students who wish to prepare for bilingual careers in business.
3. Employers do not deem as important the modification of foreign language or business administration courses to accommodate the preparation of students for bilingual careers in business.

D. Delimitations

Based on limited time and resources, it was decided that this study would concentrate primarily on Michigan-based firms. The study was directed toward Michigan-based firms since they constitute the primary source of employment opportunities for Eastern Michigan University graduates. However, a limited number of firms in states with close proximity to Michigan--Ohio, Indiana, Illinois, and Wisconsin--were included to provide some representation of out-of-state employers.

No governmental offices were included in this study. A study of governmental agencies and bilingual employment opportunities in government was perceived as an additional study which might be undertaken at a later date. Information available from civil service employment agencies also is a source of information in this area of concern.

The study also did not address the opportunities for an expansion and further development of the cooperative education program which already is underway with considerable success. A study to determine employer interest and potential in this important area of the Language and International Trade program was perceived as one which should be conducted as a separate study at another time.

E. Limitations

The mail-out survey questionnaire was selected as the most feasible method of gathering the information desired. The lack of resources for this project precluded using teams of interviewers or conducting a telephone survey. The process of designing the survey questionnaire and selecting the sample to be included in the study was given special attention to help offset the limitations of the mail-out survey. The limitations of questionnaire surveys, however, must be considered in using the results of this study.

Only a small sample of out-of-state firms was included in this study due to a limitation of resources.

II. CURRENT LITERATURE

A search of current literature revealed relatively little being written of a substantive nature dealing with the principal concern of this investigation. No research studies or surveys concerning the specific nature and aspects of employment of bilingual persons in U.S. firms were reported in the literature.

The ERIC (Educational Resources Information Center system) was searched using the following descriptors: bilingual employment, corporations (foreign, international), commerce, employment, export, foreign, import, investment, international, multinations, trade, trading companies, language, and firms. Related entries in RIE (Resources In Education) and the CIJE (Current Index to Journals of Education) also were reviewed. The Reader's Guide and the Wall Street Journal Index were among other guides and indexes used in the literature search.

Literature which supports the general trend toward increasing international trade and articles which relate to general considerations in the employment of bilingual or multilingual persons were reviewed and are discussed in this chapter.

A. International Trade and Multinational Companies

The development of increased international trade over the past several years as well as projections of continually increasing aspects of overseas production and marketing seems well documented. Boone and Kurtz (1979, pp. 489-490) state that approximately 25,000 U.S. firms are engaged in some type of international business activity. However, the Directory of American Firms Operating in Foreign Countries (Angel, 1978) includes only 4,500 firms in applying definitive criteria concerning business operations in foreign countries. Some U.S. firms, such as the Colgate-Palmolive Company, show overseas sales as accounting for 55+% of their total sales in 1977. Other firms, such as Johnson and Johnson, Sperry Rand, and Dow Chemical had overseas sales represent 40+% of their total sales.

Dugan (1980) presents a well-documented case for the increasing potential for international trade as various countries seek to increase their GNP's which he views as a measure of commercial activity. Using data provided by the International Monetary Fund, the International Trade Commission of the U.S. Department of Commerce, and U.S. embassy foreign-based staffs, he cites "market profiles" and "statistics on key economic indicators" to support the thesis that we have reason to improve our position in world trade. He further observes that such potential for increased activity rightfully causes students of foreign language to reflect on the employment potential enhanced by a knowledge of a foreign language.

B. Need For Bilingual Employees

The need for bilingual employees in U.S. firms is not as well-defined as is the expansion of world trade and multinational corporation activities. The concomitant need for bilingual employees as an aspect of increased international trade appears to be a logical one; yet, specifics of that need are not evident.

Root (1978, pp. 498-500) notes that multinational companies transfer entrepreneurial skills to foreign markets. He further observes that different perceptions of economic opportunity is needed from that of domestic managers. There is a new kind of understanding of economic and personal risks required of the manager of foreign operations.

In a discussion of the "human-skills theory of trade," Root (1978, pp. 98-100) makes note of the abundance of professional and technical skills present in the United States and concludes that this gives a comparative advantage to the United States in the international market. He does not discuss, however, the language or cultural dimensions of dealings in foreign environments although the problem of language and skill training is cited as a causal factor affecting labor flows throughout the 1970's.

The future need for bilingual employees appears to be supported by foreign-trade expansion plans of domestic firms. The development of new and broader international trade goals have been announced recently by firms such as General Motors Corporation. The investment of the automobile companies in plants in foreign countries is illustrated by a March 2, 1980 report in the Detroit Free Press which shows a total in new-plant investment of over $350,000,000 in Mexico by three U.S. auto makers.

The trend for foreign automobile companies to build plants in the U.S. also is common knowledge. Bilingual employees are frequently employed by foreign companies with U.S. bases of operation. Mr. Elliott M. Estes, (1970) president of General Motors, challenges the U.S. business community to meet world-wide competition and notes that "the American marketplace of today reflects global competition."

The need for our public schools to provide instruction in the area of international trade is represented in part by a 1978 publication of the Caterpillar Tractor Company which contains a preface by Dr. Michael MacDowell, who at the time served as Executive Director of the Illinois Council on Economic Education and who presently serves as the President of the Joint Council on Economic Education. This publication, the result of combined efforts of a broad-based curriculum committee composed of educators, points out the need for high school students to understand the impact of the multinational corporation on our daily lives. World trade is cited as having grown significantly in the past decade. The publication notes that developing countries in 1975 imported only 26.8% of the world's exports. The potential of the developing nations to enhance the demand for international trade is an important factor affecting the future. A widely-used high school general business text (Daughtrey, et al., 1981, chapter 17) devotes at least one chapter to considerations of international trade.

Root (1978, p. 403) notes that over two-thirds of the world's people live in poverty. Industrialization, he further observes, has become the "supreme national goal of these developing countries." In 1974, only 14 of 145 countries with a population of one million or more had a Gross National Product (GNP) of $5,000+ per capita (the United States ranks fifth.) Forty of those nations have GNP's of less than $250 per capita.

Anderson (1979), in discussing career possibilities in international trade, makes the point that the assumption that "English is the language of commerce" simply is not true.

Savell (1978), reports on a survey of positions advertised in the WALL STREET JOURNAL which reveals a demand for 360 positions requiring persons who can speak one or more foreign languages. He further notes that the demand calls for persons with business, scientific and technical training along with a foreign language facility.

Federal agencies with employment language skill requirements were reported by Wollenmeyer (1961). A "resurvey" updated a 1959 study related to the National Defense Education Act program and documented a rapid move toward language training within the federal agencies. Increased employment opportunities and requirements are anticipated according to the report of the "resurvey."

Berryman (1979) reports on a U.S. government-funded study which did a quantitative analysis of supply and demand for foreign language specialists and their utilization in the public and private sector. The findings of that study were generally negative concerning foreign-language related jobs in business.

Inman (1978), however, does note that corporate language training programs are increasing. An emphasis on "occupationally oriented special purpose language training," helping to meet translation and interpretation needs within the corporation, suggests a need that must be met in the business community.

C. Problems Relating To Bilingual Employment

Terpstra (1978, pp. 3-15) refers to 3,000+ languages in the world. He further comments on the essential nature of good communication between management and workers which is made "most difficult" by foreign environment work forces which may well be multilingual. He cites an example of the Ford plant in Cologne where almost one-half of the work force (and almost all of the assembly line) is non-German. He also notes that language differences often cause "static" in communications with workers.

English, French, and Spanish are each national languages in at least twenty countries according to Terpstra. (1978, p. 4). He also reports that about a dozen countries share Arabic as a national language but notes that colloquial forms of Arabic differ widely among those countries.

Green (1980) reports on a problem which faced the Coors Brewing Company when they developed advertising in Spanish and subsequently found local idioms reducing the effectiveness of otherwise successful promotional efforts. The need for an understanding of the many dimensions of a language is illustrated by this experience.

Wiedenaar (1979, pp. 462-465) explains the complexities of problems faced by businesses which must deal with the international monetary system and varying gold and non-gold standards. Fiscal policies of various countries compound a monetary system's problems, and he cites various attempts to develop international monetary systems. The problem faced by business managers who must deal with trade offs and social goals of foreign countries also is noted.

The different cultural views of time pressure and a sense of urgency--which are seen by many as major determinants in economic performance and progress--is presented by Terpstra (1978, pp. 70-79) as one of the major challenges facing international trade participants. Martin (1980, p. 37) notes that despite "best intentions" guest worker programs have provided "short term economic benefits while creating future problems in language, schools, housing, integration, and human rights."

Moore (1979), in discussing career opportunities and requirements, reports that the accounting profession in Europe is not as well organized as it is in the United States. She further notes that accounting rules vary from country to country and are not necessarily acceptable to the U.S. government. Her report supports the position that employees in international trade programs should not only be bilingual but should complete a varied, beyond-the-traditional, academic program.

D. Advice For Bilingual Job Seekers

Anderson (1979) discusses career possibilities with the Commerce Department, especially in the role of trade specialist. She notes the importance of developing a sensitivity to the "other person's culture." In terms of specific preparation, Anderson sees a knowledge of international finance, accounting, and human behavior as inportant. She also notes that persons seeking employment in international trade positions should be mobile both to get in and to advance in those positions.

Dabars (1976) sees opportunities for Russian-speaking students but also notes that some companies prefer a Master of Business Administration degree while others settle for traditional language programs.

Moore (1979) reports on the need for financial analysts with multilingual skills to help facilitate foreign trade. An understanding of the Euro-dollar market and a background in accounting and finance are seen by her as important aspects of career preparation.

Dickson (1979) urges students to have a specific career-oriented plan for their college education and to follow it through. She indicates that to expect businesses to do the necessary training is no longer a realistic expectation. There is a need to know the technical vocabulary of foreign languages, she notes and adds that good jobs and good skills go together. A foreign language fluency, along with a skill such as shorthand, is reported to be an especially valuable asset in the job market; but students must be prepared for the opportunities which will come along.

Some general advice for bilingual job seekers is presented by a variety of authors. Calvert (1969) offers suggestions regarding how to go about getting a job, about life abroad, and about prospects in foreign employment areas. He suggests summer and year-round exchange programs as being an important part of one's preparation. He lists international organizations which can be helpful in seeking experiences abroad. Illman (1980) sees language training as a most important qualification for a manager in a foreign country and gives steps that may be followed in getting ready to work abroad. McCreary (1964) gives advice on working abroad based on interviews with American managers of foreign-based operations, and Sherif (1975) gives some general information on career opportunities for students of foreign languages.

Elling (1976) discusses career options for students of German. She sees opportunities in the areas of communication, service, entertainment, science and technology; non-traditional jobs also appear to be available for those applicants with a German language skill.

III. THE STUDY DESIGN

The basic thrust of this study was the conducting of a survey of employers who were reported to be engaged in foreign trade. The development of a questionnaire and the drawing of a desired sample were major activities in the design of the study.

A. Developing The Questionnaire

The development of the questionnaire to be used in the survey was a joint effort of selected faculty from the Department of Foreign Languages and Bilingual Studies and the principal investigator. In recognition of the importance of questionnaire design, a considerable amount of time was spent in identifying areas of inquiry and in constructing a questionnaire that would help to solicit the desired responses. Principles of questionnaire design and development (Hillestad, pp. 40-60; Emory, p. 215ff) were considered throughout the developmental process.

Discussions with appropriate faculty revealed specific areas of desired inquiry related to the foreign language component of the academic program. A list of fourteen specific questions were submitted for consideration. The investigator's familiarity with personnel practices and with the business college added several dimensions of concern related to business practices and business administration courses. Sample questions were then constructed to get at the areas of concern identified, and a preliminary draft of a questionnaire was prepared.

The preliminary copy of the questionnaire consisted of 22 items on five typewritten pages. After a review of this copy by faculty and the principal investigator, several items were deleted and some additional items were identified. A repeat of this process brought the questionnaire development to a point where a rough-draft copy could be prepared. This draft consisted of 16 major areas of inquiry. It was decided that the questionnaire would be limited to one standard-sized sheet of paper with printing on both sides.

Discussions were then held with personnel from the university's computer center to identify desired ways of analyzing variables in the study. The questionnaire was coded in such a way as to facilitate subsequent tabulation. A near-final draft of the questionnaire was prepared for use in a pilot survey. The instrument was tested by students enrolled in an on-campus graduate research course and by ten selected business firms in the university's service area.

Respondents to the questionnaire in the pilot survey identified some vocabulary which was not communicative to them. One respondent from the business community challenged a question as getting at information which was confidential in that particular company. One question failed to provide usable answers and was revised.

Preliminary consideration given to the tabulation data and to the nature of responses received in the pilot survey caused the questionnaire to be further modified in a couple of areas. In particular, in tabulating one pilot survey item it became apparent that the discriminatory response desired was not provided and a modification of the response categories was necessary.

A final draft of the questionnaire was then prepared. After a final review of it by faculty of the Department of Foreign Languages and Bilingual Studies and by the principal investigator, the questionnaire was typed and reproduced by multilith process on yellow paper. (See Exhibit A.)

B. Analysis of the Questionnaire

The questionnaire in its final design included several questions which provide demographic information about the responding business firms. The demographic data permitted various sub-analyses of information received. Since the survey deals with employment patterns and projections of future employment needs (information which is often considered to be confidential within a business firm), no specific identification of any business firm was called for.

The five general demographic inquiries related to countries in which business is conducted, type of business, kind of foreign trade activity, annual sales, and number of employees.

The second major section of the questionnaire dealt with general employment information. The need for employees with foreign language competencies, current and projected openings, hiring preferences in terms of language preparation, functional areas in which bilingual employees are utilized, and levels of employment were areas of investigation included in this section.

Respondents also were asked to indicate levels of proficiency desired in three languages, German, French, and Spanish, which are included in the International Trade program. Seven proficiency levels in each of the three languages were identified for response.

Respondents also were asked to indicate the extent, if any, to which official certification examinations in French and German were considered in the hiring process. There was an assumption by faculty that many businesses do not acknowledge these examinations and that many personnel people are unfamiliar with them. In addressing that point to determine the extent of familiarity with the examinations, personnel people were alerted to the existence and potential use of the examinations.

The final part of the questionnaire dealt with program structure and advice and asked the respondents to rate several kinds of advice for students. A Likert-type scale was developed to facilitate responses to these items. Respondents also were asked to rate the importance of combinations of foreign language and business administration courses for students who want to prepare for bilingual careers in business. A Likert-type response scale again was used here.

The questionnaire concluded with two open-ended questions which permit respondents to state their opinions regarding advice appropriate for students who wish to seek bilingual positions in business.

C. The Sample

The sample selected for this survey came from two principal sources: THE DIRECTORY OF FIRMS DOING BUSINESS IN FOREIGN COUNTRIES, 1978 edition, and a partial list of Michigan firms doing international business provided in 1978 by the Michigan Department of Commerce.

Those firms listed in the DIRECTORY which had Michigan addresses were recorded on 3 x 5 index cards. In addition, some firms located in major cities in Ohio, Indiana and Wisconsin were included. Notations were made on the index cards to indicate the countries in which these businesses reportedly do business. In total, 390 business firms were identified for possible inclusion in this study.

From the 390 business firms identified, 195 (50%) were selected on a stratified random basis to receive the questionnaire mailing. The limited funding of the study could not handle more than 200 mailings. Index cards were sorted by in-state and out-of-state firms. In-state firms were then sorted by countries in which they conduct business. Cards in each group were shuffled and placed face down. The principal investigator and the graduate assistant then alternated in selecting cards until the desired number was attained. Of the firms selected, 71 were out-of-state firms. The 124 Michigan based firms included 71 which did business in a multiplicity of foreign countries, 12 which deal with France only, 35 with Germany only, and 6 with Mexico only. It was determined that the sample would provide the desired cross-section of the employing community. The nature of the businesses itself, e.g., banking, finance, or manufacturing, was not considered in the sample selection.

D. The Mailings

On April 1, 1980, 195 questionnaires were sent via first-class mail to the selected business firms. The mailing was addressed to the personnel officers of the firms. A cover letter, signed by the head of the Department of Foreign Languages and Bilingual Studies and by the principal investigator (see Exhibit B), emphasized the importance of the study for the university and its student population. In addition to the cover letter and the questionnaire, a mimeographed description of the Foreign Language and International Trade program was included (see Exhibit C).

A follow-up letter, along with another copy of the questionnaire (see Exhibit D) was drafted and sent to non-responding firms on April 28, approximately two weeks after the stated response date in the original cover letter. Although business firms are not identified in the questionnaire, most responding firms used their company's mailing envelopes and the return addresses were used to develop a list of responding and non-responding firms for follow-up purposes only. The follow-up letter made a special appeal for a response either in the form of the questionnaire itself or some other statement of response by the firms. Twelve additional responses were received as a result of the follow-up mailing.

E. The Response

The mailing of 195 questionnaires resulted in a 41.5% response rate, a total of 81 returned questionnaires. However, among those 81 there were 21 envelopes returned by the post office as "undeliverable." Of the 21 returned envelopes, three had out-of-state addresses and 18 were Michigan addresses.

Completed questionnaires were received from 56 (28.7%) of the business firms, and letters were received from four additional firms in response to the mailing. Of the four written letters of response, one provided information relative to the employment of bilingual employees and the others stated that the business no longer was involved in international trade.

Of the 60 responding firms, 16 were out-of-state firms and 44 were Michigan firms. Eleven of the sixteen out-of-state respondents were Ohio-based firms. The four firms which wrote explanatory letters were all Michigan-based companies.

The 60 responding firms represented 34.5% of the firms included in the study after adjusting for non-deliverable mailings. The 16 out-of-state firms represented 23.5% of the firms to whom mailings were sent, and the 40 Michigan respondents represented 41.5% of the adjusted total of Michigan firms included in the mailing.

The following table summarized the response received from the mailings in this study:

Table 1

RESPONSES TO SURVEY QUESTIONNAIRE MAILINGS

Location of Firms	Number of Mailings	Number Undeliverable	Net Mailing	Responses Number	Responses Percent
Michigan	124	18	106	44	41.5
Out-of-state	71	3	68	16	23.5
Total	195	21	174	60	34.5%

IV. THE FINDINGS

Data tabulation was performed in part with the assistance of a DPL computer program. Responses recorded on the questionnaires were transferred to a mark-sense form for input into the computer. Data requiring statistical analyses were entered into the STATPACK program.

In addition, typewritten lists of responses to open-ended questions were prepared. A visual review of the questionnaires also provided some observations which are included in this chapter.

A. The Respondents

Responding firms indicated that they do business in five specific foreign countries and more than four foreign geographic areas. The countries in which the greatest proportion of companies did business are Canada and Germany. At least one-half of the responding companies also did business in Mexico, the United Kingdom, France, the Orient, and South America. (See Table II.)

Table II

COUNTRIES AND GEOGRAPHIC AREAS IN WHICH RESPONDING FIRMS CONDUCT BUSINESS

Country or Geographic Area	Percent of Respondents		
	Michigan (n=40)	Other States (n=16)	All (n=56)
Canada	77.5%	81.3%	78.6%
Germany	77.5	75.0	76.8
Mexico	70.0	75.0	71.4
United Kingdom	67.5	68.8	67.9
Orient	57.5	62.5	66.1
France	67.5	56.3	64.3
South America	60.0	75.0	64.3
Spain	47.5	50.0	48.2
Central America	45.0	43.8	44.6
French-speaking Africa	17.5	31.3	21.4
Other	20.0	31.3	23.2

"Other" countries or geographical areas and the frequency with which they were listed in response to the introductory questionnaire item were Australia (4); Middle East (3); Denmark, India, and Asia (2); and Italy, Arabia, Philippines, Eastern Europe, and Singapore (1). One respondent indicated doing business in "most countries."

Over half (58.9%) of the firms reported being engaged in manufacturing (other than auto). Relatively few were involved in auto, finance, banking or retailing/wholesaling. One firm reported being engaged in transportation. The most common (50%) type of foreign trade activity of responding firms was that of exporting, and 19.6% reported being involved as both exporter and importer. None indicated being engaged in freight-forwarding.

A few "other" areas of business activity were indicated with engineering and manufacturing listed twice. Firms also reported being involved in construction management, contracting, commercial lending, and oil exploration.

Most (76.8%) of the responding companies reported annual sales of under $500 million. In terms of number of employees, 55.4% of the responding companies employed 1,000 or more persons and 21.4% employed under 100. (See Table III.)

Table III

PROFILE OF RESPONDING EMPLOYERS

Description	Percent of Respondents		
	Michigan (n=40)	Other States (n=16)	All (n=56)
TYPE OF BUSINESS			
Manufacturing (not auto)	55.0%	68.7%	58.9%
Auto	17.5	6.3	14.3
Finance/Banking	7.5	-	5.4
Retail/Wholesale	2.5	-	1.8
Other	17.5	25.0	19.6
Total	100.0%	100.0%	100.0%
TYPE OF FOREIGN TRADE ACTIVITY			
Primarily Exporter	47.5%	56.2%	50.0%
Exporter-Importer	17.5	25.0	19.6
Primarily Importer	12.5	-	8.9
Finance/Monetary Exchange	7.5	6.3	7.1
Other	15.0	12.5	14.4
Total	100.0%	100.0%	100.0%
ANNUAL SALES			
Under $500 million	82.5%	62.5%	76.8%
$501-999 million	10.0	6.3	8.9
$1 billion and over	7.5	31.2	14.3
Total	100.0%	100.0%	100.0%
NUMBER OF EMPLOYEES			
Under 100	17.5%	31.3%	21.4%
101 - 500	12.5	12.5	12.5
501 - 999	15.0	-	10.7
1000 & over	55.0	56.2	55.4
Total	100.0%	100.0%	100.0%

B. Language Requirements

Thirty-seven (66.1%) of the responding companies reported the employment of persons who must read, write, or speak a foreign language. The most common requirement was Spanish with 86.5% of the firms which have a language requirement indicating employees with a need for that language. Over half of the thirty-seven companies reported a need for German and French-speaking employees. (See Table IV.)

Table IV

FIRMS WITH A FOREIGN LANGUAGE REQUIREMENT

	Percent of Firms		
Language	Michigan (n=24)	Other States (n=13)	All (n=37)
Spanish	79.2%	100.0%	86.5%
German	54.2	92.3	67.6
French	37.5	76.9	51.4
Other	20.8	30.8	29.7

Of the firms which responded to question 6, the basis for Table IV, the majority indicated a requirement for three or more foreign languages. Thirty-one percent of those firms with bilingual employee needs indicated four or more languages being used by employees in their firms.

"Other languages" and the frequency of their listing on the questionnaires include the following: Dutch and Chinese (3), Portugese and Italian (2), and Flemish, Arabic, Greek, Russian, Korean, Thai, Polish, Japanese, and Indian (1).

In terms of a first language preference, almost half, or 43.2%, indicated favoring English with the same percent having no stated preference when hiring bilingual employees. Few companies, 13.5%, preferred a foreign language as a first language. Michigan firms showed less of a preference for the first language being foreign than did out-of-state firms. (See Table V.)

Table V

FIRST LANGUAGE PREFERENCES OF FIRMS HIRING BILINGUAL EMPLOYEES

First Language Preference	Percent Among Firms With Bilingual Employees		
	Michigan (n=24)	Other States (n=13)	All (n=37)
English	54.2%	23.0%	43.2%
Foreign	8.3	23.0	13.5
None	37.5	53.8	43.2

C. Bilingual Positions

The area of employment in which the firms with bilingual employees most often employed bilingual persons is marketing (51.4%). No other employment area was dominant although administrative services, plant operations, accounting, finance, and shipping-transportation were indicated by 10% or more of the responding companies. Almost one-fourth of the out-of-state firms indicated accounting positions with foreign language requirements. (See Table VI.)

Table VI

POSITIONS IN WHICH FIRMS UTILIZE BILINGUAL EMPLOYEES

Position	Percent Among Firms With Bilingual Employees		
	Michigan (n=24)	Other States (n=13)	All (n=37)
Marketing	58.3%	38.5%	51.4%
Administrative Services	12.5	15.3	13.5
Plant Operations	8.3	7.7	13.5
Finance	8.3	15.3	10.8
Accounting	4.2	23.1	10.8
Shipping and Transportation	8.3	7.7	8.1
Data Processing	0.0	7.7	2.7
Personnel	0.0	7.7	2.7
Research and Development	4.2	0.0	2.7
Law and Regulations	0.0	0.0	0.0
Other	33.3	53.8	40.5

When identifying "other" areas of employment for bilingual employees, respondents most often indicated "International Department" and "Engineering" with each mentioned four times. "Commercial lending" was indicated twice, and the following each were indicated once: advertising, management, sales, export division, and customer service in international division.

The entry level position most commonly available to bilingual college graduates was that of management trainee. Secretarial/clerical positions and positions as staff specialists were cited by 21.6% and 18.9% of the respondents respectively. (See Table VII.)

Table VII

ENTRY-LEVEL POSITIONS FOR WHICH BILINGUAL COLLEGE GRADUATES ARE HIRED

	Percent Among Firms With Bilingual Employees		
Entry-Level Position	Michigan (n=24)	Other States (n=13)	All (n=37)
Management Trainee	50.0%	30.7%	43.2%
Secretarial/Clerical	25.0	15.4	21.6
Staff Specialist	16.7	23.1	18.9
Supervisory Management	8.3	0.0	5.4
Other	25.0	30.8	27.1

"Sales Trainee-International" was listed by three responding firms as the area in which new bilingual employees would be placed. In addition, commercial loan officer trainee, financial analyst, and engineering each were mentioned once.

Most firms reported that their employees do have experiences in a foreign environment, but that experience is not generally a frequent one. Seventy-six percent of the responding firms indicated that the foreign experience is "occasional" or "seldom." All of the Michigan firms reported some foreign environment experience for bilingual employees. (See Table VIII.)

Table VIII

FREQUENCY OF FOREIGN ENVIRONMENT EXPERIENCE OF BILINGUAL EMPLOYEES

	Percent Among Firms With Bilingual Employees		
Frequency of Experience	Michigan (n=24)	Other States (n=13)	All (n=37)
Often	29.2%	23.1%	27.1%
Occasional	41.7	15.4	32.4
Seldom	45.8	38.5	43.2
Never	0.0	7.7	2.7

D. Levels of Proficiency Desired

With reference to seven stated levels of proficiency listed as desirable in foreign languages, (see Table IX) at least one-third of the firms which have language requirements indicated a need for those levels in each of the three major languages. "Translating letters and documents" was the most common need in Spanish (59.4%) and in French (43.2%), with "read technical documents" the most common need in German (48.6%).

Although variations occurred in the percentages of firms which reported requiring various proficiency levels, all of the seven stated levels of proficiency were required by at least one-third of the firms.

Table IX

LEVELS OF PROFICIENCY DESIRED IN FOREIGN LANGUAGES

Language	Stated Level Of Proficiency*	Percent Among Firms With Language Requirement		
		Michigan (n=24)	Other States (n=13)	All (n=37)
French	RTD	29.2%	46.2%	35.1%
	STL	20.8	46.2	29.7
	TLD	41.7	46.2	43.2
	IFL	33.3	38.5	35.1
	HTTC	33.3	38.5	35.1
	CWFR	25.0	53.8	35.1
	VIWFC	29.2	46.2	35.1
German	RTD	45.8%	53.8%	48.6%
	STL	33.3	46.2	37.8
	TLD	41.7	38.5	40.5
	IFL	37.5	38.5	37.8
	HTTC	33.3	38.5	35.1
	CWFR	29.2	38.5	32.4
	VIWFC	33.3	38.5	35.1
Spanish	RTD	45.8%	53.8%	48.6%
	STL	45.8	53.8	48.6
	TLD	58.3	61.5	59.4
	IFL	45.9	53.8	48.6
	HTTC	50.0	53.8	51.4
	CWFR	45.8	61.5	51.4
	VIWFC	37.5	61.5	43.2
Other	RTD	16.6%	7.7%	13.5%
	STL	12.5	7.7	10.8
	TLD	16.6	7.7	13.5
	IFL	12.5	7.7	10.8
	HTTC	8.3	7.7	8.1
	CWFR	8.3	7.7	8.1
	VIWFC	12.5	7.7	10.8

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* RTD = read technical documents
STL = speak technical language
TLD = translate letters and documents
IFL = interpret foreign language
HTTC = handle telephone-telex communications
CWFR = converse with foreign representatives
VIWFC = verbal interaction with foreign citizens

There were no "other" levels of proficiency recorded by respondents. One respondent indicated that the level of proficiency desired depended on the position and the country rather than the language per se.

E. Certification Examinations

A majority of the employers with foreign language requirements (66.7% in French and 69.7% in German) reported foreign language certification examinations as being "not important." About one-fifth (19.4% in French and 19.5% in German) indicated that the examinations are not used at all. None of the responding companies indicated that the examination was an important consideration when hiring bilingual employees.

The percent of employers using the French examination was similar to those using the German examination (80.6% and 80.5% respectively). Slightly over one-tenth (13.9% and 11.1% respectively), considered the examinations to be important when hiring new employees. (See Table X.)

Table X

EMPLOYER PERCEPTIONS OF THE IMPORTANCE OF OFFICIAL FOREIGN LANGUAGE CERTIFICATION EXAMINATIONS WHEN HIRING NEW EMPLOYEES

Language Proficiency Examination	Perceived Importance	Percent Among Firms With Foreign Language Requirement: Michigan (n=24)	Other States (n=13)	All (n=37)
French	Very Important	0.0%	0.0%	0.0%
	Important	20.8	0.0	13.9
	Not Important	54.2	91.7	66.7
	Exam Not Used	25.0	8.3	19.4
	Total	100.0%	100.0%	100.0%
German	Very Important	0.0%	0.0%	0.0%
	Important	16.7	0.0	11.1
	Not Important	62.5	83.3	69.4
	Exam Not Used	20.8	16.7	19.5
	Total	100.0%	100.0%	100.0%

F. Current and Projected Openings

A projected need for employees with foreign language proficiency was reported by 72.2% of all those firms with foreign language requirements; 75% of the Michigan firms and 66.7% of out-of-state firms indicated such a need. Relatively few firms, 29.2% in Michigan and 33.3% in other states, indicated a current need for employees with foreign language proficiency. (See Table XI.)

Table XI

CURRENT AND PROJECTED OPENINGS FOR POSITIONS WITH FOREIGN LANGUAGE PROFICIENCY REQUIREMENT

	Percent Among Firms With Foreign Language Requirement		
Openings	Michigan (n=24)	Other States (n=13)	All (n=37)
Current	29.2%	33.3%	30.6%
Projected	75.0	66.7	72.2

G. Advice for Students and Faculty

All respondents, those who currently have bilingual employees as well as those who do not, were asked to respond to those questionnaire items asking for opinions regarding academic options. A total of 45 firms, 80.4% of the total number of respondents, recorded tabulatable answers to questions 64 through 72 and provided advice on majors, minors, and program elements related to academic preparation for bilingual careers. Of the firms which responded to these questions, 32 are Michigan firms and 13 are from other states.

A "business administration major with a foreign language minor" (question 67) was the program most favored by respondents. The mean response for this item was 4.1. (Note: A mean response of 5.0 would indicate that every respondent indicated the advice as "excellent;" a mean response of 1.0 would indicate everyone designating it as "poor advice.) A weighted value of 185 was computed for this item; 185 is 82.2% of the maximum value possible. (Note: A weighted value of 225 would indicate a "perfect score" of all "5's" for the advice and a weighted value of 45 would be the lowest possible value with all respondents indicating a "1.")

Table XII presents a statistical description of the responses to questions 64 through 67. The advice to which the employers responded is listed in the order of the preference of all responding firms rather than in the order in which the stated advice appeared on the questionnaire itself. The questionnaire item number is shown in parentheses after each statement of advice. The ratings given by Michigan and out-of-state firms were consistent in designating the advice on academic options as being favorable or unfavorable. (See Table XII.)

Table XII

RATINGS OF ADVICE FOR STUDENTS PREPARING FOR BILINGUAL CAREERS

	Statistical Description of Responses*								
Advice In Order	Michigan (n=32)			Other States (n=13)			All (n=45)		
Of Rated Importance	Mean	SD	WV	Mean	SD	WV	Mean	SD	WV
Business Administration Major With Foreign Language Minor (Q.67)	4.13	0.71	132	4.08	0.86	53	4.11	0.75	185
Language and International Trade Program (Q.64)	4.09	1.03	130	3.77	1.24	49	3.98	1.16	179
Foreign Language Major With Business Administration Minor (Q.66)	3.13	1.16	100	3.46	0.97	45	3.22	1.11	145
Foreign Language Major (Q.65)	2.07	0.84	67	1.85	0.90	24	2.02	0.92	91

*SD = Standard Deviation and WV = weighted values. Means of 3.0+ and weighted values of 135+ in the "All" column are favorable response levels.

Descriptive statistics and the Mann-Whitney U Test of significance were used in analyzing responses to questionnaire items 64 through 67 which dealt with employer advice in comparing the Language and International Trade program with other majors, and questionnaire items 68 through 72 which dealt with academic programs. The Stat-Pack program was utilized to produce the statistical data.

A mean response of 5.0 to one of the questionnaire items 64 through 71 indicates that every respondent marked the advice as "excellent," a mean response of 1.0 would indicate everyone rated the advice as "poor." A mean response of at least 3.0 was considered to be necessary for an option to have received a "vote of confidence" by the employers.

Weighted values are the sums of the responses indicated on the questionnaires. (See Exhibit A.) A weighted value of 225 would indicate a "perfect score" of all "5's" by the 45 respondents. A weighted value of 45 would be the lowest possible value if all respondents gave it a score of "1." A weighted value of 135 was needed for a "vote of confidence" by the employers.

The option, "a business administration major with a foreign language minor" (question 67), was the program most favored by respondents. The mean response for this item was 4.11 and it has a weighted value of 185. The weighted value was 82.2% of the total score possible.

The "Language and International Trade program" was also given a very high rating by respondents. The mean of 3.98 and weighted value of 179 were similar to the rating of the combination of a business administration major with a foreign language.

The "foreign language major with a business administration minor" received lower ratings by respondents, but both the mean (3.22) and the weighted value

(145) scores were slightly above the minimal levels needed for a "vote of confidence" by the employers. The "foreign language major," however, with a mean of 2.02 and a weighted value of 91, fell below the level considered to be a vote of employer confidence in this analysis.

The Mann-Whitney U Test, in comparing question 67 with 64, yielded a Z-score value of 0.404 which indicated no statistical difference at the 95% confidence level. In comparing question 67 with questions 66 and 65, Z-score values of 7.303 and 3.833 indicated that there is a statistical difference at the 95% confidence level. A comparison of question 64 responses with those of questions 65 and 66 also yielded values based on the Mann-Whitney U Test (6.335 and 3.212, respectively) which indicated a statistical difference at the 95% confidence level. (Note: Due to the large sample involved in this analysis, "Z" scores which are converted U values were used in conjunction with normal "Z" tables.)

In responding to elements of a program which help prepare students for bilingual careers, the respondents showed preferences for internship (coop) programs with means of 4.4 and 3.98 respectively. (See Table XIII.) However, all of the options listed in this section of the questionnaire have means and weighted values high enough to be considered "votes of confidence" by the employers.

Table XIII

RATINGS OF IMPORTANCE OF PROGRAM ELEMENTS WHEN PREPARING STUDENTS FOR BILINGUAL CAREERS

Program Elements In Order of Rated Importance	Statistical Description of Responses*								
	Michigan (n=32)			Other States (n=13)			All (n=45)		
	Mean	SD*	WV	Mean	SD	WV	Mean	SD	WV
Internship (coop) experience in foreign-based firm (Q.72)	4.47	0.67	143	4.31	1.03	55	4.40	0.81	198
Internship (coop) experience in US-based international firm (Q.71)	4.06	0.84	130	3.77	0.93	49	3.98	0.87	179
Business courses with international emphasis (Q.69)	3.93	1.05	126	3.85	0.90	50	3.91	1.00	176
Language courses with business-oriented content (Q.68)	3.72	0.96	119	3.76	1.24	49	3.73	1.03	168
Language courses which emphasize business terms and concepts (Q.70)	3.63	0.83	116	3.69	1.11	48	3.64	0.91	164

*SD = Standard Deviation and WV = weighted values. Means of 3.0+ and weighted values of 135+ in the "All" column are favorable response levels.

The Mann-Whitney U Test analysis yielded Z-score values of 3.002, 2.235, 2.304 and 1.687, respectively, in comparing responses to question 72 with questions 68, 69, 70, and 71. All Z-score values except the last one were greater than the 1.96 value at the 95% confidence level needed to establish no statistical difference. Only questions 72 and 71 have no statistically significant difference between them at the 95% confidence level.

In comparing responses by Michigan firms and those from other states, values yielded by the Mann-Whitney U Test showed no statistical differences among any of the responses to questionnaire items 64 through 67 or 68 through 72 at the 95% confidence level. A visual examination of the data presented in

Tables XII and XIII also indicated a very close similarity between those responses.

Six firms did not respond fully to questions 64 through 67 and their responses could not be tabulated with the others. Some "non-respondents" to this series of questions, however, did mark a response score for one or more of the four items listed. Their marked response for each item summarized as follows: "Complete the Language and International Trade program," 5, 4, 4, 4; "Complete a regular foreign language major with a liberal arts minor," (none); "Complete a regular foreign language major with a business administration minor," 5, 4, 4; "Complete a business administration major with a foreign language minor," 5, 5, 4, 3.

Four firms did not respond fully to questions 68 through 72 and were considered as "non-respondents" to these questions. The marked responses of these four firms to individual questionnaire items, however, were as follows: "language courses with business-oriented content," 5; "business courses with international emphasis," 5; "language courses which emphasize business terms and concepts," 4; "internships (coop) experience in US-based international firms," none; "internship (coop) experience in foreign-based firms," 5, 5.

H. Some General Advice for Students

Question 73 invited respondents to state "general advice" for students who are preparing for bilingual positions or for graduates who are seeking bilingual positions. Table XIV presents comments which were provided by nineteen respondents. The most frequently stated advice related to the importance of business competency along with the foreign language skills and the importance of obtaining both business and foreign-environment experiences.

Table XIV

GENERAL ADVICE OFFERED TO STUDENTS WHO WISH TO PREPARE FOR OR ARE SEEKING EMPLOYMENT IN BILINGUAL POSITIONS

N = 19

Open-End Question Responses
Be aware of the business culture of the country.
It is equally important to be bi-cultural to appreciate the application of language to concepts, philosophies and policies.
Develop basic business skills and language skills.
Spend two or three years in the country whose language is to be used.
Have a skill to offer other than language--marketing, technical, etc.
Learn not only the exact translation in a particular language, but also the so-called "vernacular," the slang or everyday type of usages that exist in a particular country.
Obtain as much experience as possible in the foreign country in which you are interested.
The primary qualification is business training; pick-up the language as a secondary goal.
Seek activity in an internship program with a foreign based firm (2-3 months).

Table XV presents additional comments made by respondents to the final open-end question on the survey questionnaire. No particular pattern of responses was observed, although comments regarding the necessity to travel and the need to be able to adjust to life in a foreign environment were referred to by more than one respondent.

Table XV

OTHER COMMENTS PROVIDED BY SURVEY RESPONDENTS

N = 19

Open-End Question Responses
Be prepared to travel extensively; also be prepared for any and all types of adjustments which may be necessary due to the different cultural changes.
In view of the growth of multi-national firms; sound training and experience in international business is paramount.
Raising a family can be difficult in these areas.
Travel, travel and travel.
Curriculum should include courses on social systems of various countries or continents.
Overseas offices operate with high degree of autonomy and hire only their own nationals.
Having lived and worked abroad there is nothing better the foreigner can do than speak the language and become one of the nationals (e.g.--observing their customs, cultures, etc.)
Educational institutions should collaborate with international businesses to become more aware of needs and trends in business.
The value of understanding business in a foreign country cannot be overestimated.

'I. Letters from Employers

Several employers who did not respond to the survey questionnaire per se wrote letters stating reasons why they did not respond. Typical explanations were that the company no longer engaged in international trade or that employment for such positions were handled in a central corporate headquarters.

One of the major employers in southeastern Michigan area wrote a letter which contains information considered worthy of sharing as part of this report. The essence of the letter follows.

"Thank you for considering (our) company as a resource in your survey on the needs and opportunities for candidates with bilingual backgrounds.

"As you may be aware, our overseas companies are independent subsidiaries, incorporated under the laws of the various countries rather than branch operations of the parent (company). The laws and regulations of these countries usually require that positions be staffed with local nationals. We do not recruit or hire U. S. citizens for work overseas.

"We do have employees who are sent overseas on temporary advisory or training assignments, but only after they have had several years of company employment that would qualify them as experts in their particular field of (company) operations. These employees were originally hired because of the background and potential within a major field such as accounting, engineering, sales, etc., not on the basis of their educational background in languages or international business.

"Your topic appears to have merit, but given the decentralized nature of (our company's) international operations, our participation in your survey may be misleading."

This letter summarized a point of view of a major corporation with an extensive foreign operation and contained information pertinent to the study.

V. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions and recommendations, based on the findings of this study, are presented for consideration by students and faculty who are interested in programs which relate to careers requiring foreign language competencies. (Due to the small number of out-of-state respondents, no statistical comparisons have been made of Michigan-based firms with those located in other states.)

A. Conclusions

1. The firms represented in this study comprised a desirable cross-section of the Michigan employing community that is involved in international trade and represent a variety of employment situations.

2. Many firms reported operating in an international mode with several foreign countries and having stated requirements which encompass more than one foreign language.

3. About one-third of the firms that are reportedly involved with international trade did not report a need for bilingual employees.

4. The need for employees who have speaking, reading, and/or writing competencies in Spanish, French, and German was evident among those firms with stated needs for bilingual employees.

5. Firms which hire bilingual employees did not state a clear preference in terms of the first language desired for their employees. Very few, however, indicated a preference for a foreign language as a first language.

6. Bilingual employees were most often employed in positions in marketing. Other positions with a small, but relatively high percent of

bilingual employees, included administrative services, plant operations, accounting, finance, and shipping-transportation.

7. The entry-level position in which the greatest number of college graduates were employed is that of management trainee. Secretarial/clerical positions and staff specialist positions were the next most common entry-level positions.

8. Bilingual employees were likely to have a foreign environment experience although that experience is not a frequent one.

9. Levels of proficiency desired by employers of bilingual employees span a range of competencies. Being able to handle the technical aspects of the language was one of the most important competencies to be developed.

10. Most of the employers of bilingual persons did not report the certification examinations to be important. Approximately one-fifth reported not using the examinations at all.

11. Most businesses projected a future need for employees with bilingual skills even though relatively few firms had current openings for bilingual employees.

12. Employers rated high both the Bachelor of Business Administration degree combined with a foreign language minor and the Language and International Trade program as ways of preparing for bilingual careers. Neither the foreign language major with either a business administration nor the liberal arts minor were reported favorably. Out-of-state employers in this survey indicated a higher level of interest in that latter combination than did Michigan employers.

13. Employers did discriminate in their choices among the five options for program elements; the internship, especially in a foreign-based firm, was rated statistically significant.

14. Employers reaffirmed their tendency to favor a solid business administration preparation when they gave general advice to students. Employer comments also reaffirmed the desirability of obtaining personal foreign environment experiences.

15. Employers recognized the importance of technical language skills as well as an understanding of the culture and customs of the people of the country being dealt with.

B. Acceptance and Rejection of Hypotheses

Based on the analysis of data and the conclusions presented here, the following research hypotheses stated in Chapter I (see pages 5-6) are accepted:

1. The business community has a present and projected need for bilingual employees who also are prepared scholastically in business administration.

2. Opportunities for students prepared for bilingual positions in business exist at entry levels of employment.

4. Employment opportunities for bilingual job applicants are found in a variety of functional areas.

5. Employers of bilingual job applicants desire language proficiency that includes translating from foreign-language documents and conversing with foreign-speaking clients and constituents.

7. Employers view the related cooperative education experience with firms in foreign countries and in the United States to be an important consideration when employing someone for a bilingual position.

8. Advice provided by employers for students who prepare for bilingual careers includes some special concerns for foreign language and business administration preparation.

The following research hypotheses stated in Chapter I (see page 5) are rejected:

3. Students who have expertise in more than one foreign language have an advantage when applying for positions over those who have expertise in only one foreign language.

6. The employing community is generally aware of the official certification examinations available in French and German and considers them when employing persons for bilingual positions in their companies.

The first null hypothesis that "the requirements of out-of-state firms do not differ in a significant way from those of Michigan employers" was accepted at the 95% confidence level. The second null hypothesis, "employers do not view as superior any one of the four options available to students who wish to prepare for bilingual careers in business," was rejected at the 95% confidence level. The third null hypothesis, "employers do not deem as important the modification of foreign language or administration courses to accommodate the preparation of students for bilingual careers in business," also was rejected. (See discussion in previous chapter, pp. 35-37.)

C. Recommendations

It appears evident to this investigator that the Language and International Trade program, and especially the internships which have been developed with foreign-based firms, are relevant and desirable as part of the attempt of Eastern Michigan University to prepare students for bilingual careers in business. Efforts to further develop and refine those two programs based on data provided in this study should be carried out cooperatively by faculty of the Department of Foreign Language and Bilingual Studies and of the College of Business. The further development of the program components dealing with Spanish appears to be especially desirable.

The following specific recommendations are presented at this time for consideration by appropriate individuals.

1. The results of this study should be disseminated to appropriate faculty, administrators, advisors, and placement officials for review and discussion. Departments in the College of Business, especially Accounting and Finance, Administrative Services and Business Education, and Marketing, should take the findings of this study under consideration and examine their majors and course offerings as part of an attempt to enhance the overall program in international trade.

2. Those data which relate to advice concerning preparation for bilingual careers should be shared with students through pamphlets, seminars, etc., as part of an ongoing effort to provide the guidance and direction students desire.

3. The incorporation into the foreign language program of those courses, units of instruction, or instructional activities which develop a technical language competency should be given priority consideration.

4. Instruction in foreign language courses, and in appropriate business administration courses, should be examined to determine the extent to which the seven levels of desired competencies are developed.

5. The potential use and importance of the proficiency examinations in French and German, as perceived by the foreign language faculty, should be discussed with the business community.

6. Continued efforts to develop an understanding of, and appreciation for, the culture, values, and mores of the people whose language is being

studied should be continued as part of instruction which supports the Language and International Trade program.

7. A further investigation should be made into the specific employer requirements and expectations regarding the employment of bilingual employees. An analysis of positions which combine functional area duties, such as accounting and secretarial, with language requirements should be made to provide a sharper focus on unique aspects of those positions.

8. Students should be provided with job-seeking help which emcompasses factors brought out in this study. Since both the findings of this study and the literature review point to a lack of preciseness in employer requirements and expectations, students should be prepared to "state their case" broadly yet convincingly to potential employers.

9. This study, with certain refinements, including a large out-of-state sample and more specific inquiries into the technical language skills desired by businesses should be replicated and extended to include a broad-base of firms throughout the United States and should focus on some languages in addition to French, German, and Spanish. Attempts should be made to get at more specific criteria used by employers in screening prospective bilingual employees and to secure a larger number of employers in various subpopulations or specific industries.

10. Employment opportunities in the public sector should be analyzed or studied along with this report. A subsequent study of this nature should encompass governmental agencies and their expectations and requirements.

11. The results of this study should be shared with other colleges and universities engaged in either the planning or implementation of a program similar to that developed on this campus.

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BREACHING THE ONE-COURSE-OF-LANGUAGE-FOR-BUSINESS BARRIER

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Breaching the One-Course-of-Language-for-Business Barrier

Historically, foreign language departments in the United States have tended to limit their offerings of commercial correspondence to one single course per language involved. Several factors, some of them psychological, have doubtlessly inhibited expansion in this area. The obvious, enormous potential for growth may cause initial apprehension, fear that it might bring about serious problems in staffing and an ever-increasing need to readjust. That readjustment would be to a pedagogical orientation somewhat different from the literary one on which language departments ordinarily base their reputations. Indeed, not too long ago, when one Pennsylvania institution decided to make a business-language degree available, it was announced as a B. S. and not as a B. A., thus underscoring the drawing of a very clear distinction between traditional tracks and the newer, more service-oriented option. The Department of French at Pennsylvania State was awarding the Bachelor of Arts degree for both Literature and Language and Culture. It determined that its French Business Option, however, with a curriculum that, according to the catalogue, combined exposure to managerial processes and foreign language competency, would lead instead to the degree of Bachelor of Science.

Those who resolve to break through the one-course-of-language-for-business barrier in their departments must not fail to take into account from the very outset the possible misgivings of their colleagues. The latter may sense with ominous foreboding portents of a piecemeal, indiscriminate and open-ended introduction of new career courses into the program---as well as preconceiving with uneasiness a consequent diversion of departmental energies away from what they typically perceive as its primary mission, the guidance and preparation of traditional foreign language majors. Inherent to these matters are image consciousness and a defensive sense of territoriality. For instance, the Department of Foreign Languages of the University of Miami, where I am a member of the faculty, redesignated itself as the "Department of Foreign Languages and Literatures". This recent, substantive addition to its formal title served to publicize more insistently its own claims to the areas of prestige that literatures bestow. My earlier point, then, clearly bears repeating: those who would initiate new courses of language for business may expect to encounter as a consequence a number of reservations in their departments concerning questions of identification, staff priorities and academic turf.

Colleagues troubled by these matters can best be reassured by careful prior planning and by a policy of constant consultation thereafter. Indeed, it might be pointed out, professional contact to that degree conforms commendably with the original meaning of the term "colleague," for it was *com*, "together," and *legere*, "to choose," that combined to produce the etymon *collega*. Furthermore, to allay these fears, specific, medium-range goals, such as a language for business minor, will certainly be much less threatening to those with doubts and more readily understood and accepted by them than a willy-nilly, disunited approach to additions to the curriculum. The suggestion that such a minor would be excellent in combination with an existing language degree should also elicit from departmental faculty a more positive reaction. Since consultation should be at the maximum and since teachers of foreign language correspondence are specialists in a unique and rapidly developing field, they strongly warrant, if for those reasons alone, permanent representation on pertinent departmental course innovation committees. Those working groups are charged with the task of keeping abreast of the latest in educational trends and it is within them that the most effective efforts can be made to promote any departmental expansion in the area of foreign languages for business.

Precisely by laboring through such a committee, the Foreign Language Department of the University of Miami, five years ago, in 1977, initiated its own preliminary planning for the development of a future Spanish for Business program. At that time, as is still the state of affairs in many even large and prestigious institutions, nothing at all was being taught in the school in the way of foreign language business courses. The committee members, all too aware that the city of Miami was fast becoming a major international emporium, or indeed, that it had become already the great merchant capital of the Caribbean, fully recognized that the rectification of this deficiency was a grave obligation to the community. The value of a sequence of instruction combining language skills with business training was perfectly clear to them. Yet, lacking prior experience in these complex matters, the committee members were uncertain about program possibilities and about what level to propose--elementary, intermediate or advanced--for any potential initial offering. Fortuitous events would have some role in the resolution of these questions.

The committee, which had proceeded posthaste with the task of information-gathering, received in the month of July of 1977 a response to one of its inquiries. Signed by the Director of Marketing Services of an international trading company, J. D. Marshall International, Inc., of Skokie, Illinois, the reply stressed the importance of intensifying business training supported by strong foreign language capabilities. Attached to the letter was a copy of an article which had appeared in the Chicago Tribune on February 20, 1975. The author of the article, Jon Van, had quoted the following words of Mr. Joel D. Honigberg, at that time the President not only of Marshall International, but also of the Overseas Sales and Marketing Association. "There are," Mr. Honigberg was reported to have said, "only about 1,000 college students who graduate each year with majors in international trade--a field we call geotrade.." (...) "There are jobs for at least 200,000 geotrade experts." Although followed by the statement that many high school and college counselors did not realize how great the need for skilled linguists in international trade had become, the latter figure encouraged, of course, the members of the committee. Finally, given its charge, the curiosity of the group was aroused by additional comments of the marketing services director, by his observations to the effect that Aurora College, Aurora, Illinois, had developed a course of study combining the French language with Marketing, thus creating a field of interest in "Geotrade".

In its catalogue of 1977-1978, Aurora College listed the courses of this interdivisional concentration under the heading "Geotrade: French". With a proclaimed major focus on the departments of French, Economics and Business, the goal of the concentration was to provide a strong base for students with an interest in a career in international business--or geotrading. Requirements in Business included such items as Elements of Accounting, Principles in Macroeconomics, Principles in Microeconomics, Marketing Management and a selected topic in international trade. Among the French requirements listed were Conversation and Composition, I and II, French Literature I, a selected topic in French Culture and Civilization and a French seminar. This concentration in geotrade, since it simply combined and married disciplines of education at the undergraduate level, did not have the effect of breaking barriers, of requiring of the French curriculum units of study beyond anything already preexistent and in place. New interdisciplinary language and business patterns of this nature--which, as the course innovations committee soon discovered, are fairly common in both large and small institutions and are often quite demanding academically --do represent a kind of minimal innovation and have the advantage of mutually strengthening the courses they involve without necessitating a probability of additional teaching lines or of inevitable increases in expenditures.

However, Miami was not to follow this kind of interdisciplinary route, a decision, as I have said, to some degree dictated by fortuity. As the committee carried out its information-gathering mission, it happened to learn from a librarian of the projected placing on sale of two promising texts in Spanish. The new publications, which dealt, respectively, with modern commercial correspondence and problems of orthography, were sent for, obtained, inspected and found worthy. Both of these workbooks for the classroom, with their ample number of exercises employing an abundant mercantile vocabulary, seemed to the committee suitable for the junior level of instruction. Perhaps, more than professors of languages or of any other discipline would care to concede, it is the known availability of an appropriate textbook that finally decrees and fixes the future existence of a course.

A second happenstance reinforced the first, settling conclusively for the committee the nature of its recommendation. A young Chilean scholar, who had just completed his doctorate at Miami, was teaching by that time at Bethany College in West Virginia. He chanced to mention in a letter to his former mentors the existence there of Spanish 302, listed in the bulletin of Bethany College as "International Spanish Correspondence". According to the course description, Spanish 302 was designed to prepare students for possible employment in international government and commercial professions through the development of skills in business and diplomatic letter writing, familiarization with technical Spanish terms, instruction in methods of modern translation and comprehensive preparation for bilingual positions. The committee reasoned that if a third-year course of International Business Correspondence could prosper in a small college of inland West Virginia, then the prospects should be excellent for a similar course taught at an institution located near a large commercial center such as populous, maritime Miami. Thus it was that Spanish 332 would be fully outlined and proposed to the faculty of the Foreign Language Department of the University of Miami, voted upon and accepted forthwith. We were, as it were, in business--and the rule of collective consultation had been conscientiously observed.

Our debt to Bethany was not limited, however, to the idea of establishing a third-year course. The title adopted for 332, "Business and Diplomatic Spanish," partially appropriated the wording "business and diplomatic letter writing," contained, as indicated, in the course description for Spanish 302. Business and Diplomatic Spanish is now a well-defined three-unit course offered regularly each spring semester at Miami to 14 or 15 students. Although the "diplomatic" portion of 332 is of short duration, the students do have the opportunity to study and peruse a collection I have made of copies of unclassified oficios, that is, of authentic official letters that once circulated between Hispanic ministries, embassies and consulates. Most class periods, however, are dedicated to oral exercises based on the workbooks and to group activities. One such activity is the division of the class into fictitious enterprises, into separate companies, chosen and named by the students themselves. These companies maintain, each with the others, supposed client/supplier relationships and correspond by mail, mostly to complain of services poorly rendered. Proper, discreet replies, in judicious business style, then become the groups' consequent concern. While our department at Miami did not invent this teaching tool of companies in the classroom, perhaps it can lay claim to certain refinements of the concept. All participants freely select different executive positions within the imaginary corporations and must take an active part in the design and production of letterhead paper for their companies' stationery. Each person must also turn in a portfolio of a variety of original company letters and, in addition, students may be called upon to write and give reports concerning the functions and organization of nearby international centers. Letters are quite often read aloud and criticized by the class and by the professor for their style and content.

I am convinced that if a department is unprepared or unable to offer more than one course of language for business, that the optimum place on its vertical academic scale for a single offering of this nature would be that of third-year, undergraduate work. Catalogues reveal the widespread popularity in this country of 300 level language for business courses, with a normal prerequisite of Intermediate II or Advanced Conversation and Composition. If they, like our 332 at Miami, are populated by bright bilinguals, by highly-motivated students, both foreign and American, then truly, they must be a joy to teach.

Language for business correspondence has to compete both for the attention and favor of faculty and students and for a place in the curriculum in contest with a number of other frequent options for professionals, such as Language for Travel, Language for Criminal Justice, Language for Child Development, for Social Workers, Teachers and Firemen, and for Medical and Legal Personnel. For instance,during the spring semester of 1982, the School of Nursing at the University of Miami decided to make one elementary course in Spanish for Medical Personnel a requirement for its students. Two evening classes of 26 students each were matriculated and a third requested. The request by the Nursing School for an additional section could not be satisfied because of a shortage of teaching staff. This problem, limited staff, is a major one and can cancel out or cause delay in the expansion of a department's offerings of commercial and professional courses. Obviously, guaranteed enrollment in two sections of Spanish for Medical Personnel was very attractive to the chairman at Miami and served to reorient his planning. Success, then, in one area of languages for careers, can, for reasons of limited staff, postpone or inhibit growth in some of the others.

Indeed, language for business correspondence can be overwhelmed by rivals for recognition. This occurs in the case of Career Spanish 117, 118, taught at Mesa College, Grand Junction, Colorado. The catalogue description of 117, 118 speaks of vocabulary and phrases most frequently encountered in the fields of air transportation, agriculture, automotive services, business, child care, education, engineering, geology, hotel, motel, restaurant and resort management, law enforcement, pre-dentistry, nursing, pre-medicine, ranching, retail sales, social work, travel, recreation, and hospitality management. To be sure, according to W. D. Pilkenton [Hispania, 59 (1976), 123], the options incorporated into one of these classes would be selective and taught as "learning activity packages," individualized, semi-self-instructional, and self-paced.

The assistance of the course innovations committee and the approval of the chairperson are indispensable aids to success for any curriculum proposal aimed at bringing tothe department courses of languages for business at the elementary, intermediate and, indeed, all levels. However, the most enthusiastic help in calling for this expansion may well be extra-departmental. An effective alliance can be struck with friends in the School of Business, especially in such units as International Marketing, Management and Finance. Aside from providing the larger percentage of the enrollment for the projected courses, meant to be, perhaps, part of a joint major, the Business School can cooperate in publicizing them both intra- and extramurally. It is imperative to request from the departments of the Business School concerned suggested classhours for the potential classes. That way students who wish to enroll in them can avoid any scheduling conflicts with classes that satisfy the basic core requirements of their own school.

It would seem fitting that language sections or departments also coordinate their planning in order to adjust their respective language for business programs into a harmonious whole. This is the case, for instance, at Alabama at Huntsville, where French for Business and Professions, German for Business and Professions, Russian for Business and Professions, and Spanish for Business and Professions are all three-unit courses with essentially identical course descriptions. On the other hand, at Bethany College, Spanish 302, International Spanish Correspondence, and German 302, German Business Correspondence, have been offered as four-unit and two-unit courses, respectively, producing an odd asymmetry of credit values. This discrepancy is very minor, however, in comparison with the totally uncoordinated hodgepodges announced in many of the school bulletins of today.

As planning for expansion proceeds, a series of thorny questions will arise. Which languages in the department can profitably participate in these programs with any probability of success? Should these courses, designed for business students, also count for the language majors, or be restricted, in their case, to the status of electives? Can elementary or intermediate language for business courses be applied towards the language requirement of the college of liberal arts, in substitution for regular lower division French, German, Spanish, Portuguese, etc.? Are these courses to be offered each semester, on alternate semesters, ocasionally, or only on demand? What are their prerequisites to be and can they themselves serve as prerequisites? A perusal of school catalogues reveals not only that there is general lack of consensus on such issues, but that even internal, intramural disagreements are quite prevalent. For example, according to the 1981-1982 bulletin of Indiana University, Indiana, Pennsylvania, German 254, Business German, is a one semester course which can be taken instead of German 252 by students interested in Business or as part of the General Education requirement equivalent to German IV. On the other hand, French 253, Commercial French, can be substituted for 251 (French III). Finally, without making reference to concessions, the course description for Commercial Spanish 254 simply and categorically states that the course is not a substitute for 252 (Spanish IV). These puzzling inconsistencies in description, which involve interrelationships between courses, bring to mind one final question: Are the prerequisites for the more advanced language for business courses to be restricted to offerings in conversation and grammar, or may lower division introduction to literature courses count as well?

Upon initiating its long-range planning for a minor in Business

Spanish, the Foreign Language Department of the University of Miami had to wrestle with a similar set of problems. The opportunity arose for the tentative development of such a degree when the University's School of Business Administration received a major NDEA Title VI Grant supporting a proposal for an Undergraduate International Business and Foreign Language program. The cooperative effort between the Foreign Languages and Literatures Department and the School of Business Administration dated back to the spring of 1979, when Spanish 332 was successfully introduced into the curriculum. As outlined in the grant proposal, two professors from Foreign Languages would develop a five-course sequence, including 332, that would eventually allow students to earn a business minor in Spanish. As of this moment, Spanish 131, Elementary Spanish for Business I, and 132, Elementary Spanish for Business II, are in place, having been offered for the first time in the fall and spring semesters, respectively, during the academic year 1981-1982. The College of Arts and Sciences permits these two courses to substitute for regular language courses at the elementary level and they are designed to develop basic linguistic skills plus the gradual buildup of practical business vocabulary. A basic Spanish grammar and a Business and Finance Workbook are the textbooks being used in 131-132. A student may enroll in 132 if he has had 131 or two years of high school Spanish or the equivalent. Our proposed intermediate courses have also been accepted by the department and, if approved by the College, will be offered in sequence during future fall and spring semesters. The two projected sophomore courses in Spanish for Business will emphasize greater reading and conversational skills.

Finally, it will be recalled, the foreign language course innovations committee at Miami had received, very early during its procedures for information-gathering, communications advocating bilingualism from an international trading company in Illinois. I would like to mention one other defender of language for world trade who comes from that same Midwestern state. A business writer, Mimi Whitefield, in The Miami Herald of February 14, 1982, reported a visit to Miami by Representative Paul Simon of Illinois, chairman of the House Select Subcommittee on Education and a member of the President's Commission on Foreign Language and International Studies. The fact that Mr. Simon's sentiments parallel those of Mr. Honigberg regarding the importance of linguists for international trade can be seen in the title of his publication The tongue-tied American: Confronting the foreign language crisis. According to Ms. Whitefield, Congressman Simon has submitted a bill to pay colleges and universities that have foreign language entrance or graduation requirements $30 per fulltime student per year. Although he was hardly optimistic about the chances for such a measure, we can always hope for the eventual adoption of this or a similar law and that it, too, will help us in the task of breaking through more language for business barriers.

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GOVERNMENTAL AND CORPORATE FUNDING
OF
FOREIGN LANGUAGES FOR BUSINESS PURPOSES

by

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Paper: "Governmental and Corporate Funding of Foreign Languages for Business Purposes"

by: Ray Schaub

EMU Conference on Spanish for Bilingual Careers in Business. March 18, 1982.

To put my remarks into as practical a context as possible, I would like to begin with an explanation of how and why we have developed funding for our business language programs here at EMU.

The "why" was simple: From the beginning we agreed that we wanted to develop a large program in business languages. And to do this we knew we had to have significant amounts of faculty released time to plan the curriculum, recruit students, coordinate advising and manage the program in general--and this meant funding in addition to the department's regular budget allocations.

The "how" was a lot harder. And in a sense the story of how we have obtained outside support for our EMU program goes best under the rubric: "Nothing succeeds like failure."

1. John Hubbard and I made the first attempt to bring in outside funding for a series of business language courses way back in 1973. We submitted a proposal to Title VI--and were promptly turned down. This was very disappointing to both of us, especially because this was the first grant proposal either of us had ever written.
2. The next attempt, again for Title VI money, was made three years later in 1976 by John Hubbard and Jean Bidwell, who had just become department head. They had expanded upon

our first Title VI proposal, introducing the larger format of a complete interdisciplinary degree program combining language and business studies--but were again turned down, mainly because we had not succeeded in establishing a credible level of cooperation with our colleagues in the College of Business. I have to point out here that this was not entirely our fault. When we approached one of our previous Deans of the College of Business with our idea of setting up an international trade curriculum containing a strong foreign language component, his answer was: "I don't really see the sense in this. English is the language of international trade." We knew we had our work cut out for us.

3. We made it on the third try with Title VI in 1977. Credit for the success has to be given to Jean Bidwell and John Hubbard who managed to set up a close working arrangement with several business departments. The first Title VI dollars came in the Summer, 1978--more than five years after the first proposal had been submitted--and lasted for two years, amounting to about $85,000. This allowed us to set up our B.A. and M.A. degree programs in Language and International Trade.

4. In addition to receiving funding for our business language curriculum, we have also managed to bring in extra support for one of its components, the International Cooperative Education Exchange Program. Through this program we exchange advanced students with business schools in Germany,

France and Spain, for the purpose of giving them a full-time business internship lasting at least four months and also providing them academic instruction at the foreign business school.

I set up the exchange program with the first German business school during my sabbatical year in Germany from 1977 to 1978. When I returned in the Fall, 1978, the first special funding for the exchange came from EMU--in the form of released time sqeezed out of our departmental budget, and then from outside of the department in the form of a spring-summer development grant and a special projects award. My department head and I were able to maintain a fairly high level of department and university support for the exchange because of its overall impact on our business language degree programs: it is the curriculum's single most attractive component, and is the main reason why the B.A. and M.A. in Language and International Trade have attracted roughly 300 new majors in the last three years.

But because EMU has not yet committed hard money to maintaining the exchange program (due especially to the present higher education budget crisis in Michigan), it has been necessary for us to look for outside help. This help has come to us from two sources: the Government of West Germany and the U.S. Department of Education. Here again, our successes came only after a series of failures, some of which were blind alleys, while others helped us make the step in the right direction.

We obtained the German support from Bonn through the German embassy in Washington--and specifically on the recommendation of the embassy's Permanent Committee on German as a Foreign Language. These funds were used to expand the exchange program, and especially to develop our Exchange Consortium with other U.S. universities whose students we send to foreign internships as our own. As grants go, it was relatively small: $5,500 for one year to cover travel, workshop and conference expenses. But at a time when our departmental travel budget had plummeted to pratically nothing, the German support was a Godsend.

There was also a very important carry-over effect from the German grant: it helped our chances in getting funding from the U.S. Department of Education. In this particular case, the fact that another government had recognized the significance of our program and had supported it was not lost on the outside readers and funding agency in Washington. But I think this carry-over effect probably holds true for grant-seeking in general: one success contributes--maybe a little, maybe a lot--to the next. Our current Department of Education grant has come from the Fund for the Improvement of Post-Secondary Education, better known by its acronym: FIPSE. We have a three-year grant for a total amount of $135,000, covering faculty released time to direct the International Exchange Program and Consortium, secretarial assistance, consultant, travel and program maintenance expenses.

I would encourage any of you here who are planning to search for outside funding to submit proposals to FIPSE, for four main reasons:

a) first, the basically innovative, practice-oriented and open nature of the program;

b) Second, one area strongly highlighted by the Fund is "Global Education";

c) third, the first step in applying is easy; you submit only a five-page, double-spaced preliminary proposal for the first round of proposal evaluations;

d) fourth, a new director has come to FIPSE this year, Dr. Sven Groennings, who has been very closely involved in legislation for international education. In 1980, for example, he was the principal Senate staff author of Title VI, International Education Programs, of the Higher Education Act--which he essentially co-authored with Congressman Paul Simon. Under Groennings FIPSE is at the present time increasing the emphasis on internationally oriented programs. One example of this is that he has chosen our FIPSE project at EMU to personally supervise for the next three years.

We hope that by the time our FIPSE grant is over EMU will finance a large share of the administrative costs for our business language curricula and the exchange program by regular FTE allocations. But even with this university support we anticipate a continuing need for external help. We think that we will get most of this support from the corporate sector, and especially from those firms with which we have placed interns or graduates of our program. We expect, for example, to receive the first such assistance from the Ford

Motor Company at the end of this summer.

For this reason I would encourage all of you who are planning a business language program to include in your plans an internship component, as a requirement or as an option. In addition to greatly enhancing our students' education by broadening it to include the actual application area, this approach will inevitably lead to the development of a closer partnership between the educational and professional communities--and hopefully to financial assistance for our universities from those firms whose future professionals we are now training.

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A MARKETING STRATEGY FOR SPANISH FOR BUSINESS

by

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A Marketing Strategy for Business Spanish

by Christine Uber Grosse

In Marketing Management: A Planning Approach, David G. Hughes defines a marketing strategy as a plan of action that links a product to its market. The exciting part of the definition is that a product can be almost anything, ranging from toothpaste to a program in business Spanish. The tools of marketing have many applications, although many people never associate marketing with anything besides supermarkets and Sears Roebuck. Yet a marketing strategy is extremely useful in directing the growth and development of all products. To create a marketing strategy, a planner must think about the future and set specific goals for product development. The purpose of this paper is to suggest a way to develop a marketing strategy for business Spanish by means of situational analysis and the worksheet approach.

No single marketing strategy will apply to all universities because the situation at each one is unique and requires its own strategy. Some of the suggestions presented here will be applicable to a variety of situations. Through the worksheet approach, an individual can design a marketing strategy tailored to meet the needs of a particular school.

Three basic problems face the planners of marketing strategies for business Spanish: demand, acceptance, and support. The number of classes offered and enrollment are of course contingent on demand. Inclusion of business Spanish in the curriculum depends upon acceptance by one or several of the following units: the language department, school of business, college of arts and sciences, and the university. Resistance to the program by any members of the units can seriously impede growth and development while acceptance can lead to additional courses of business Spanish, joint programs of language and business studies, and the establishment of language requirements. The third problem is financial support, which is partially related to demand. Presumably if enough students are willing to take a class, the course supports itself. However, outside support for business Spanish is helpful to program sustenance and expansion.

A closer look at each of the problems follows in order to provide additional background information which is useful in the situation analysis. Supporting data comes from a recent survey of Spanish for business at 508 universities conducted by the author. The survey, which had a response rate of 50%, was performed by means of a questionnaire which was mailed to the chairperson of the language department of universities with schools of business. The results of the survey clearly indicate room for growth in demand. Of the 115 respondents which have business Spanish, 56% offer one course a year, 15% give one course every two years, and 3% offer a course every three years. Other figures show that the average class size ranges between 0 and 20 students. More specifically, 55% of the respondents report an average class size of 11 to 20 students, while 23% have an average enrollment of 0 to 10 students. Conceivably,demand for business Spanish could be much higher than it currently is.

Acceptance, the second problem, is more difficult to measure statistically than demand. To some extent, the existence of a language requirement in a business degree program reflects the degree of acceptance of business Spanish by the school of business faculty. When a business school has a language requirement, it acknowledges the value of foreign language study to its students and to its curriculum. Similarly a language department recognizes the importance of business Spanish when it permits the course to be counted toward a major or minor degree program. In the same way, a university with a language requirement shows its acceptance of business Spanish by letting the course satisfy part or all of the requirement. If the satisfaction of a language requirement by Spanish for business is a measure of acceptance of the course, then data from the previously mentioned survey provides information on the degree of acceptance. At 53% of the institutions with Spanish for business, the course satisfies a language requirement of the department or university. It is likely that this degree of acceptance can be raised.

Data concerning the number of business schools which have language requirements show that 29% of business schools at universities with business Spanish have a language requirement,while 15% of the business schools at universities without business Spanish have one. These relatively low figures indicate a potential for growth in the rate of acceptance of foreign languages in general and business Spanish in particular at schools of business in the United States.

Financial support is the third area crucial to the development of a program in Spanish for business. According to the results of the survey, 85% of universities offering Spanish for business do not receive outside support for the course(s). Of the other universities, 13% are funded by federal grants, 3% by foundations, 2% by private business. Apparently,outside sources of funding have barely been tapped.

A careful analysis of these three problems yields a number of tactics that could be employed to find solutions. However, before thinking of appropriate tactics, the planner has to develop a marketing strategy with specific goals to aim for. An example of a specific goal is raising the number of Spanish for business courses offered each year from one to three.by academic year 1982-83. Another example of a specific goal is a 50% increase in class enrollment by winter, 1983. Once specific goals are designated, the planner is ready to design the tactics that will achieve the objectives.

A variety of marketing techniques can help to increase demand for business Spanish. First the planner has to gather information about the market for the course. It is important to know who the students are who take the course(s), why they are taking business Spanish, and what they want out of the course. Information from the survey reveals that language majors take the most business Spanish, followed by business majors, and then members of the business community. A group of other majors is the smallest group of the four. This knowledge is useful in segmenting the market, separating it into distinct groups with special interests. Once the market is segmented, promotional techniques can be directed toward the individual groups, and thereby are more effective. For example, advertising copy directed at language majors could read: "Prepare for a career in the exciting world of business! Learn Spanish for business and help yourself qualify for a good job!" For business majors the copy could say: " Take a break from accounting! Learn how the Latins live! Impress your future employer with your ability to communicate in Spanish." Copy aimed at the business community could say: "Study Spanish for business and talk the language of your clients! Impress your boss and your customers! Learn about the customs and culture of Latin America. The cost is low and the profits are high!"

Several promotional methods can boost awareness and interest in business Spanish on campus and in the community. Based on information gathered in the survey, it seems most language departments rely on university course announcements

(96%) and word of mouth (74%) to advertise business Spanish courses. Only 33% use posters, 40% send notices to business school advisers, and a mere 5% write letters to the business community. 9% place announcements in the newspaper. More extensive use of promotional tools could heighten interest and awareness of the course(s).

Posters, for example, could be put up in key areas such as the school of business, language department and cafeteria two weeks berore pre-registration and registration period every semester.

Letters describing the availability, usefulness, and interesting content of the course could be sent to the general mamagers of local corporations, banks with international divisions, and international law firms. In the same fashion, announcements about the course should go to business school advisers two weeks before registration so they can recommend the course to interested students.

For publicity, a member of the Spanish department can write an article or two for the school newspaper about some aspect of Latin culture. Several weeks before registration, the department could set up a display booth in the student union featuring posters and interesting materials from Latin countries. At the same time, the person at the booth can distribute announcements about business Spanish.

Personal selling is an important promotional technique that increases awareness of a product. The instructor of business Spanish can use this technique by talking to opinion leaders about the course. Departmental secretaries and academic advisers are opinion leaders who frequently influence students about what courses they take. These opinion leaders should be contacted personally by the instructor informally one to two weeks before the registration period.

The consistent application of these techniques over time should help boost awareness of business Spanish and help realize the goals set in the marketing strategy.

To promote acceptance of business Spanish in the language department, the school of business, and the university, several techniques are useful. First the course planner has to set specific goals such as permission to offer a new course by summer, 1982 or the establishment of a language requirement in a degree program at the business school by the academic year 1982-83. Once the goals are defined, appropriate tactics can be planned.

The course planner should develop a careful rationale for the business Spanish program to be formally presented to colleagues, chairpersons, and deans. The rationale could mention the value of studying business Spanish, the recent growth in the field of languages for business, the importance of trade with Latin countries, the large Hispanic population in the United States, the benefits of knowing about another culture, the advantage of practical job skills in finding employment, the need to internationalize the curriculum of the business school, and the renewal of interest in foreign language study that business Spanish can awaken.

In addition to a well-planned rationale, personal selling can help win support for business Spanish. Informal conversations with colleagues in the language department and business school permit an exchange of ideas and an airing of opinions. Ideally, misconceptions will vanish with open lines of communication, and rapport with colleagues can be established.

Related partially but not completely to demand, the third problem of financial support deserves special attention. Since business Spanish is a new field unlike traditional subjects in most Spanish departments, it has the potential to attract funds from sources outside the university. Business Spanish is an exciting field that can offer job-oriented training to liberal arts and business students alike. It also may be able to serve members of the local business community who need to know Spanish in their work. Unlike traditional courses, business Spanish has a special allure because it is perceived as a practical subject. Indeed, one marketing professor remarked that he was not sure if business Spanish was all that different from a traditional course in Spanish. However, the important thing is that people believe it is different and has a more utilitarian content than the traditional course. This promise of business Spanish to meet the needs of its students sets it apart. For this reason, federal grant sources, foundations, and private businesses may be especially interested in contributing funds for the development of the field. People who are interested in exploring the possibilities of outside support for business Spanish have several options available. One, they should approach the business school or chamber of commerce for a list of private companies which do business with Latin America. Also it would be helpful to know which companies are special friends of the university. Then the general manager of each company on the list should be contacted by telephone or letter to see whether there is any interest in funding Spanish for business.

Information about the availability of federal funds and foundation grants is usually gathered by the office of sponsored research of a university. The office will also know what faculty members are writing grant proposals who may be willing to include allocations for course development or instruction of business Spanish in the grant proposal budget. Grants concerning Latin America, Spain, the internationalization of the curriculum, or other related areas are likely sources of funds for business Spanish. The inclusion of business Spanish in the proposal may strengthen the case for the grant.

When MBA students study marketing, typically they learn how to plan a marketing strategy by the worksheet approach. Marketing managers who must develop the marketing strategy for a product often use the worksheet approach. Therefore teachers who are planning a marketing strategy for business Spanish can benefit from using the worksheet approach as well. The worksheets are useful in devising a complete and uniquely appropriate marketing strategy for a particular university's business Spanish program.

The sample worksheets here are filled in with information about an imaginary university called Sunshine State University. SSU's example will demonstrate how the worksheets can be used to collect and organize information to facilitate the creation of the marketing strategy. The environmental analysis worksheet and the strategy worksheet are borrowed from the textbook *Marketing Management: A Planning Approach* by David G. Hughes (Reading, MA.: Addison-Wesley Publishing Co., 1978. pp. 32-37).

With the situational analysis and the worksheets, the development of a marketing strategy to meet the needs of an individual school should present no problems. It is appropriate that marketing techniques are used to help the growth and development of a sister discipline--Spanish for business. Happy marketing!

Environmental Analysis Worksheet

Environmental Elements	Current Facts	Assumptions/ Research	Conclusions
Goals of Sunshine State University (SSU)	education, community service, promotion of international understanding		all SSU projects must work toward these goals
Organizational Design	part of state univ. system under BOR.		courses need min. of 12 students to justify expenditure for course
Situation Analysis: Generic Demand for Foreign Langs.	aver. # of students 390 in Dept. of FL each semester betw. fall 1979 and fall 1981		raise demand for FL in general by dev. rationale for FL requiremt. Establish FL req. by fall 1983
Time patterns	apparently no seasonal pattern for enrollmt.		
Consumer profiles	1 lang. majs. 2 bus. majs. 3 bus. community 4 other majs.		use promotion to heighten interest and awareness in FL courses
Demand for Business Spanish	one course anually, aver. # students-10		aim for 3 courses per yr.; 20 students per course
Business Spn. Position in Dept.	fall 1981, #9 in dept. in terms of annual enrollment		take #5 position after 1st and 2nd yr. classes, and hold it
Awareness		assumed low	promotion, pers. selling and adv. needed to increas awareness 100%
Repeat rate	not applicable now; only one course offfered. offered.		Dev. repeat rate of 50% for 2nd class, 30% for 3rd
Distribution Rate	evening class, 7-8:30pm Mon.-Wed. fall semester		offer evening class for working students; day class for full-time studs.

Environmental Elements	Current Facts	Assumptions/ Research	Conclusions
Competition		assumed not to be an important factor. no other univ. in area offers course. Berlitz and Inlingua are nonacademic and cost much more.	
Industry Success Factors	teach practical skills. Help students prepare for a career. Useful cultural information also.		emphasize value of course to finding a career. Give communica. skills to studs.
Industry Capacity	staff is available to teach courses when demand is sufficient		increase enrollmt.
University Policy	12 minimum enrollmt. Fewer permitted in grad. or upper level courses sometimes		increase enrollmt.
Environment	city has multinatl's which trade with Lat. Am., also int'l banks and a strong tourist industry		promotion is necessary to inform these groups of course.

Opportunities: Clearly there is a need for business Spanish to give job skills to language and business majors. Many members of the local business community could benefit from the skills they would learn in the course. There is support in the department of foreign languages for the addition of courses when and if demand justifies the new courses. Sunshine State University does not have a language requirement, nor does its business school so there is opportunity for growth in this area if the administration can be convinced of the value of the study of foreign languages. International business students should be competent in a second language, and possibly they will be interested in taking business Spanish. More promotion and personal selling will raise the level of interest and awareness of the course.

Problems: Some members of the business school faculty are opposed to their students taking courses outside the business school. They say that foreign languages are best learned in the country where they are spoken, and that their students can always pick up the language later. Personal selling may convince these professors otherwise. Also, a strong rationale for business Spanish may help change their minds. Another problem is low demand for the course. However, promotion and personal selling undoubtedly will increase demand.

Strategy Worksheet

Decision Areas	Recommended Strategy	Estimated Effect on Enrollment Plan
Demand Strategy		
Foreign languages	dev. rationale and use personal selling to urge administrators to establish lang. req. in SSU and business school	Enrollmt. in FL will increase 100% by fall 1983
Business Spanish	segment mkt. and show bus. Sp. as interesting and useful tool for bus. majs., helpful for find-jobs for lang. majs., and good for business for local bus. community	Increase enrollmt. to 20 students per course, 3 courses per yr. by fall '83
Strategic Goals		
Financial	increase enrollmt. to generate more income for dept. and univ.; ask to be included in budget for Lat. Am. and Caribbean Center--a fed. funded project.	Build bus. Sp. program, dev. minor in Sp. for business by 1983-84
Marketing	increase interest and enrollment in course; win support in lang. dept., b. school, and univ. for new courses.	We can achieve these goals with a good mkt. strategy.
Marketing Mix Strategy		
Product	Business Sp. satisfies need for practical skills course. It's interesting to learn about diff. culture and way of doing business.	Promote idea of usefulness and fun of learning.
Package	classes meet twice a wk. in evening for a semester. in future, day class as well will be offered.	Variety of hours appeals to diff. mkt. segments.

Decision Areas	Recommended Strategy	Estimated Effect on Enrollment Plan
Price	$98.00 for residents $ 304.00 for out-of--state students per credit hour	reasonable price, 3 college credits
Channels	Sunshine State Univ. campus	10 min. from downtown
Promotion	Posters in b. school, lang. dept, cafeteria at reg. Personal selling to sec'ts. and acad. adv. 1-2 wks. before reg. Letters to bus. comm.	boost awareness 50%
Advertising Copy	Learn how to do business with Latin America! Help yourself find a good job! (for Lang. majs.) Take business Sp. and learn about another culture! Increase your value to your future employer! (for Bus. majs.) Talk the lang. of your clients! Learn how to succeed in business in Latin America! (For business employees)	get attention of potential students
Advertising Media Target Audience	Lang. and bus. Majs. at SSU. Multinatl. corps., int'l divisions of banks, int l law firms, maj. hotels managemt.	increase awareness 50%
Media and Weight	article in school paper about Latin life, 1-3 wks. before reg.	heighten awareness 25%
Continuity	posters every semester, personal selling every semester, letters to bus. comm. every semester	build awareness and demand
Research	ask students in class how they found out about course, their majors or jobs, what they want out of course.	easily done in class. information useful in making future mkt. strategy for consumer and his needs.

ESSAYS ON THE DEVELOPMENT OF BUSINESS-SPANISH CURRICULA: PROCEEDINGS OF THE EMU CONFERENCE ON SPANISH FOR BILINGUAL CAREERS IN BUSINESS

Part Two

EXISTING PROGRAMS IN BUSINESS SPANISH

ED224309

A SURVEY OF SPANISH FOR BUSINESS AT U.S. UNIVERSITIES

by

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A Survey of Spanish for Business at U.S. Universities

by Christine Uber Grosse

The purpose of this survey is to collect, analyse, and present information about the position of Spanish for business in the contemporary modern language curriculum. The data was collected by means of a questionnaire sent to the heads of 508 language departments across the U.S. The type of information gathered by the questionnaire refers to the number, size, and scheduling of business Spanish courses, the students, course materials, methods of promotion, funding, language requirements, other language for business courses, and plans for program growth or cutback.

The survey population of 508 universities is derived from a list of members of the American Assembly of Collegiate Schools of Business (AACSB). It is assumed that universities with business schools are more likely to have Spanish for business than those without schools of business. Therefore, the population consists of every university on the AACSB membership list which has Spanish in its language department.

The response rate to the questionnaire was 50%. The results from the analysis of the data drawn from the 255 responses will be presented in this paper.

The data show that 45% of the sample universities have one or more courses in commercial Spanish. That figure will increase in the coming year because many universities which currently do not have Spanish for business are planning to add it to the curriculum. Of the 140 schools in this category, 44% are planning to develop a course, and an additional 10% are considering the possibility of developing a course. According to the data, there will also be an increase in the number of courses offered at schools which already have commercial Spanish. A total of 36% plan to add courses to their programs, while another 12% may develop new courses.

With regard to maintaining the status quo, 16% of the universities without business Spanish are not planning to add a course. Of the schools which already have Spanish for business, 17% will not add any more courses at the present time. As for program cutbacks, courses have been discontinued by 8% of the departments that do not have business Spanish, and by 3% of the departments that still have it.

Several respondents give reasons for their plans to add or eliminate business Spanish. The major justification for developing new courses is the demand for them by students, business faculty, and the local community. Others mention that students with language from business Spanish classes are finding good jobs, an excellent reason for adding courses. The expansion of international business programs and joint language and international trade programs has encouraged other departments to add courses. Additional reasons for offering more business Spanish courses are the strengthening of ties with the business community, following a national trend toward practical courses, and increasing the marketability of upper level language programs.

Other reasons are given for not developing new courses or for discontinuing previously offered ones. Insufficient demand is the principal reason in both instances. Another justification is lack of faculty to teach the courses due to understaffing or the lack of interested or qualified instuctors. Budgetary restrictions also limit the expansion of business Spanish at some universities.

The content of business Spanish courses is fairly consistent across the country according to course descriptions included on the returned questionnaires. A typical course will include a study of business correspondence and style, commercial terminology, business customs and practices, contracts, invoices, letters of credit, and office procedures. Occasionally courses will include sections on specific areas within business such as banking, finance, import/export, advertising, or international economics. Other courses focus exclusively on business correspondence or translation skills.

Although the course content of commercial Spanish is relatively standard, course titles vary widely. In a list of 88 names of courses, there are eighteen distinct titles. The most common names are business Spanish and commercial

Spanish, with Spanish for business running a distant third. Apparently the titles have different connotations for some people. A professor of international business enrolled in a business Spanish course said he associates commercial Spanish with clerical or secretarial office procedures, and business Spanish with executive or managerial functions. In contrast, a professor of Spanish commented on a questionnaire that the title commercial Spanish implies a more advanced and sophisticated level of studies than Spanish for business, which sounds too elementary to him. Since course content does not vary with course title, the selection of course title seems to be a matter of personal taste. The other fifteen titles of courses occur five or fewer times each in the survey sample.

Most courses of business Spanish have a prerequisite of two years of college level Spanish. Although course level is not always clearly indicated on the responses, approximately 50 of the 88 courses are at the third year level. Only two courses are described as intended for the elementary student. Ten courses are listed for advanced students. These courses are conducted in Spanish and frequently are designed for bilingual students. Classes with a mixture of intermediate and advanced students can present a problem for instructors. When only one course is offered per year, it is difficult to limit the course to students of one level.

The typical Spanish for business class is held on a weeknight in fall or spring, once a year. 80% of the classes are scheduled on weeknights, 17% on weekdays, and 3% on weekends. The predominantly evening schedule reflects consideration for the hours of working students who would be unable to attend classes on weekdays.

Seasonally, 39% of commercial Spanish courses are held in the spring, 36% in the fall, 15% in the winter, and 8% in the summer. For 2% of the institutions, the time of year that classes are held varies.

With regard to frequency of courses, 56% of the respondents offer one course a year, 18% have two courses, 6% give three courses, and 2% present four courses annually. In addition, 15% of the schools have one course every other year and 3% offer a class once every three years.

There is considerable variation in the length of time that departments have been offering Spanish for business. 31% have had business Spanish for four years or more, 27% for one year or less, 22% have had courses for three years and 20% have offered commercial Spanish for two years.

The most typical size for a business Spanish course is between 11 and 20 students. This is true for 55% of the respondents. For 23%, the typical class size is from 0 to 10 students. 12% have 21 to 30 students, 4% have 31 to 40 students, and 3% have over 40 students per class.

The students in commercial Spanish classes are primarily language majors and business majors. The language majors outnumber the business majors, and each of these two groups is significantly larger than the group of students from the business community or the group of other majors. The category of other majors consists of language and international trade double majors, language minors, international studies majors, architecture, engineering or journalism students. This information is compiled from the ranking of the four groups in order of size by the respondents. The means and standard deviations of each group were calculated and compared. Since the means of the language and business majors were so similar, it was necessary to test the difference between the two sample means to see if one group was significantly different in size from the other. Assuming a normal distribution, the means of the language and business majors prove to be different at a confidence level of 95%, indicating that more language majors than business majors take business Spanish.

The means of the business community and other majors groups were also tested for difference in size. The means of these two groups are not significantly different. Therefore they are equivalent in size. (See table I.)

When designing a course in business Spanish, it is useful to know who typically takes the course. There are various ways to interpret the data concerning who actually takes the courses. First, it may be more language majors enroll in business Spanish because they feel it will be more beneficial to them. It gives them attractive job skills that may help them find employment. The business student may feel s/he is acquiring enough job skills in the normal course of business studies. Also the business student may not have time for electives outside the school of business.

Potentially members of the local business community could be as important a group of students as language and business majors. However, for some reason this group is substantially smaller than the other two. Perhaps promotional methods are not reaching the business community, so few are aware that business Spanish is offered at the university. Course planners should consider the possibility of including this important group of students in the design for the course.

Table I

Ranking of Student Majors in Business Spanish Classes

	Mean	Standard Deviation
Language Majors	1.36	.6025
Business Majors	1.55	.6506
Business Community	2.73	1.1235
Other Majors*	2.84	1.2143

*Language and international trade, international studies, architecture, engineering, journalism, language minors.

Respondents list 26 materials that they use to teach Spanish for business. The most popular materials are xeroxed copies of business forms and letters from Latin countries, which are handed out by 34% of the the respondents. Next in popularity are two texts--Paul Rivers' Cuaderno de español práctico comercial (Harcourt Brace Jovanovich, 1980) and Jarvis, Lebredo, and Planells' Business and Finance Workbook (D.C. Heath Co., 1981). These books are used by 27% and 26% of the sample respectively. Nelly Santos' Español comercial (Harper and Row, 1981) and Gonzalez del Valle's Correspondencia comercial, fondo y forma (Southwestern Publishing Co., 1975) are each chosen by 17% of the respondents. Jarvis, Lebredo and Mena's Basic Spanish Grammar is used by 9% of the schools. Eighteen other books are each mentioned by 3% or less of the institutions. Audio-visual materials are used by 7%, and newspapers and magazines by 6% of the respondents.

Business Spanish satisfies a departmental or university language requirement at 53% of the responding institutions. It may be an elective for Spanish majors or minors, and elective for the BA, the foreign language requirement in the College of Arts and Sciences, or as an elective for international business, international economics, and international relations majors.

There is a language requirement in business degree programs at 29% of the universities which offer commercial Spanish. At universities without commercial Spanish, 15% of the business schools have a language requirement. Of the total of 51 business schools with a language requirement, 63% have commercial Spanish. 41% of the business schools which have no language requirement have commercial Spanish.

Table II

	Business Spanish	No Business Spanish	Totals
Language Requirement	32	19	51
No Language Requirement	78	111	189
Totals	110	130	240

$\chi^2 = 7.4608$ $\chi^2_{1,critical} = 6.635$

To determine whether the existence of a language requirement affects the likelihood of a school offering Spanish for business, the chi square test of independence of principles of classification was performed. Because the value of χ^2 is greater than the critical value for χ^2 at a 99% confidence level with 1 degree of freedom, the two dimensions are not independent. That means that schools which have language requirements in business degree programs are significantly more likely to offer business Spanish than those which have no language requirement.

Language departments typically rely on course announcement bulletins, word of mouth, and occasionally posters around campus to promote business Spanish. Course announcement bulletins are used by 96% of the universities, word of mouth by 74%, and posters are employed by 33%. Announcements to business school advisers are sent by 40% of the schools while 5% send letters to the business community. 9% of the respondents use newspapers to promote the courses; 17% use continuing education/off campus credit course announcements. To heighten awareness of the course among students, faculty and members of the business community, it is important to use as many promotional methods as possible.

Funding for business Spanish courses comes primarily from the language department. 53% of the schools receive no funds from outside the department. The university funds 32%, federal grants support 13%, foundations contribute to 3%, and business sources finance courses at 2% of the institutions. Clearly there is a potential for more financial support for business Spanish from private business, government, and foundations which should be investigated.

Many of the same universities which have commercial Spanish offer other language courses for business. There is French for business at 66% of the schools surveyed, German for business at 41%, Italian for business at 3%, other languages for business including Russian at 3%, and Portuguese for business at 2% of the schools. These figures lead to the assumption that business Spanish is the most widespread language for business course offered in the United States.

Some universities which do not yet offer business Spanish have other language for business courses. Business French is found at 18% of these universities, while there is business

German at 11%. One school each offers Japanese, Chinese and Russian for business.

Several universities have exceptional programs in business Spanish. To name a few, Sam Houston State University and Howard University offer commercial Spanish as a fourth semester option for second year Spanish students who prefer to specialize rather than take the traditional fourth semester Spanish course.

Temple University has a program which is unique in its scope. The Spanish department offers three business Spanish courses that may be taken in any sequence. There is a prerequisite of four semesters of college level Spanish or the equivalent. No previous background in business is necessary. The department also offers a certificate program in multilingual business and government studies which consists of 64 hours in Spanish language, business Spanish, translation skills, business administration, economics, political science and Latin American studies.

Other universities have interdisciplinary majors in foreign language and business administration, language and international trade, and international business and languages. These double majors often require coursework in business Spanish. Among the universities which have such majors are Tennessee State University, Eastern Michigan University and California State University at Fullerton. The University of Miami, among others, is planning to offer a minor in business

Spanish if its current course offerings are successful.

In summary, the results of the survey indicate that Spanish for business is gaining acceptance at an increasing number of universities in the United States. Many of the universities which are considering adding commercial Spanish to the curriculum will probably do so over the next three to five years if demand for the course continues. In addition to an increase in the number of universities offering commercial Spanish, further development of existing business Spanish programs can be expected.

Several problems may face those interested in establishing new courses and expanding existing programs. Many respondents commented on these problems in the questionnaire. The most serious problem seems to be apathy among business school faculty. Some language professors report a general lack of support on the part of business school colleagues. Yet cooperation between the language department and business school is essential for the success of a business Spanish program for several reasons. First, business students can benefit from the language skills they gain from the courses. Second, business Spanish can help internationalize the curriculum of the business school. Third, faculty from the business school may need to learn Spanish to function more effectively in their research and consulting capacities. In addition, it is reasonable to look toward the business school for financial support for the course, or recommendations about private companies who might be interested in funding the courses. Another reason to have open lines of communication between the business school and the language department is the possiblility of developing a joint major in languages and international business.

Unfortunately relations are not always good between the two academic units for a number of reasons. Attitudes and stereotypes seem to cause most of the misunderstandings. Professors from the business school may not believe a language course is as useful to students as another course in accounting or finance. Or else they feel languages are useful, but students should learn them on their own time rather than while at business school. Then there is the stereotype of business students and professors that some language professors have. They view the business school as a source of profit maximizers, people completely engrossed in the pursuit of money. Other language professors see the study of foreign languages as an art useful primarily for studying literature and literary criticism. This attitude creates opposition to the inclusion of business Spanish in the curriculum on the grounds that it is inappropriate in the liberal arts curriculum. In spite of misconceptions that may be held on both sides, it is necessary for language and business faculty to communicate and recognize the inherent importance of each others' programs in order that they may derive equal benefit from working together.

In conclusion, many respondents showed great interest in what colleagues across the nation are doing in the field of business Spanish. Thanks to the responsesof 255 individuals, many facts about the current status of Spanish for business are now available. It is hoped that the information presented in this report will be useful in promoting the further growth of Spanish for business at universities throughout the United States.

A SURVEY OF SPANISH FOR BUSINESS AT U.S. UNIVERSITIES

Your responses to this questionnaire are strictly confidential and will contribute to a nationwide survey of Spanish for Business in the foreign language curriculum. Thank you for your cooperation.

1. Does your department offer courses in Spanish for Business?

____ Yes

____ No (If no, please go to questions 13-16.)

2. Please list titles, levels and a brief description of content for your courses in Spanish for Business.

3. When do you offer Spanish for Business?

____ Fall ____ Winter ____ Spring ____ Summer

4. How many courses per year are offered?

5. How many students per course are enrolled in Spanish for Business on the average?

____ 0 to 10 ____ 21 to 30 ____ over 41

____ 11 to 20 ____ 31 to 40

6. What type of students generally takes Spanish for Business at your school? (Please rank in order of importance, i.e. 1 for the largest group, and 4 for the smallest group.)

____ Business majors

____ Language majors

____ Students from the business community not in degree programs

____ Other

7. When do you usually schedule Spanish for Business?

____ Weeknights ____ Weekdays ____ Weekends

8. How long have you had Spanish for Business at your university?

____ 1 year or less ____ 3 years

____ 2 years ____ 4 years or more

9. What text(s) and/or audio-visual material do you use in your Spanish for Business Course(s)?

10. Do the Spanish for Business course(s) satisfy a language requirement?

____ Yes ____ No

11. How do you advertise Spanish for Business at your school?

____ Regular university course announcement
____ Continuing education/off campus course announcement
____ Announcements to business school advisers
____ Letters to the business community
____ Posters on campus
____ Newspaper advertisements
____ Word of mouth

12. Have you received funding for Spanish for Business from:

____ Federal grants
____ Foundations
____ University sources
____ The business community
____ Other private sources

13. What other language courses for business do you offer?

____ French
____ Japanese
____ German
____ Italian
____ Portuguese
____ Other

14a. Is your department planning to:

____ develop additional courses in Spanish for Business?
____ discontinue courses currently offered?

b. Why?

15a. Do any degree programs in the business school at your university have a language requirement?

____ Yes
____ No
____ Not applicable

b. If yes, please describe the requirement.

16. Would you like to receive a copy of the survey results?

____ Yes
____ No

b. If yes, please give your name and address:

Additional comments:

Please mail your completed questionnaire to:

Dr. Christine U. Grosse
Dept. of Foreign Languages & Bilingual Studies
Eastern Michigan University
Ypsilanti, MI 48197

Responses must arrive before January 31st, 1982 to be included in the survey.

Appendix A

Data Collected from Sample--November, 1981 to January, 1982

The information comes from the questionnaires and is organized in the order of the questions on the questionnaire.

1.

Universities which have business Spanish	115
Universities which do not have business Spanish	140
Sample Total	255
Population Total	508

2.

Course Titles	Number of Courses
1. Business Spanish	26
2. Commercial Spanish	24
3. Spanish for Business	15
4. Spanish Business Communication	5
5. Spanish for Business and Commerce	4
6. Business and Diplomatic Spanish	2
7. Business and Legal Spanish	2
8. Commercial Spanish for International Trade	2
9. Professional Spanish	2
10. Spanish for International Business	2
11. Spanish in the Business World	2
12. Oral and Written Spanish for Business Studies	1
13. Spanish for Business and Community Needs	1
14. Spanish for Business and the Professions	1
15. Spanish for Business Transactions	1
16. Spanish for Commerce and the Media	1

17. Spanish for Public Servants	1
18. Spanish for Special Purposes	1
Total	93

Level	Classes
Elementary	2
Intermediate	50
Advanced	10
Unspecified	31

Translation Courses	Number of Courses
1. Business/Legal Translation	1
2. Business Spanish	1
3. Professional Translation	1
4. Spanish/English Translation	1
5. Techniques of Spanish/English Translation	1
Total	5

Business Correspondence Courses	Number of Courses
1. Business Spanish: Correspondence	1
2. Commercial, Social and Official Corres.	1
3. Spanish Business Correspondence	4
4. Spanish Commercial Practice and Letter Wri.	1
Total	7

3. Time of Year	Number of Courses
Fall	53
Winter	22
Spring	57
Summer	11
Variable	3
Total	146
No response	8

4. Frequency of Courses	Number of Courses
1 per year	57
2 per year	18
3 per year	6
4 per year	2
1 every other year	15
1 every third year	3
Total	101
No response	14

5. Average Enrollment	Number of Respondents
0 to 10	24
11 to 20	63
21 to 30	12
31 to 40	4
over 40	3
Total	106
No response	9

6. Type of Students Ranked According to Size of Group

(1 = largest ; 4 = smallest)

Group	Rank	Number of responses	
Business majors	1	48	
	2	37	
	3	5	
	4	1	
		91	total
Language majors	1	64	
	2	21	
	3	5	
	4	0	
		91	total
Business community	1	11	
	2	3	
	3	18	
	4	13	
		45	total
Other majors	1	10	
	2	5	
	3	18	
	4	17	
no response 8		50	total

7. Scheduled Time	Number of Courses
Weeknights	96
Weekdays	21
Weekends	3
Total	119
No response	4

8. Years Offering Business Spanish	Respondents
1 year or less	31
2 years	22
3 years	25
4 years or more	35
Total	113
No response	2

9. Materials	Frequency of Use
1. Xeroxed copies	32
2. Rivers, Paul. Cuaderno de español práctico comercial. N.Y. Harcourt Brace Jovanovich, 1980.	24
3. Jarvis, Lebredo, Planells. Business and Finance Workbook. Lexington, Ma.: D.C. Heath Co., 1981.	23
4. González del Valle. Correspondencia comercial, fondo y forma. Southwestern Publishing Co., 1975.	16
5. Santos, Nelly. Español comercial. N.Y.: Harper and Row, 1981.	16
6. Jarvis, Lebredo, Mena. Basic Spanish Grammar. Lexington, Ma.: D.C. Heath Co., 1980.	8
7. Audio-visual materials	7
8. Newspapers and magazines	6
9. Bray, J. and M. Gómez-Sánchez. Spanish in the Office. Longman.	3

10. Thomas. Export Marketing Spanish.	3
11. Frías-Sucre, Giraud. Diccionario comercial inglés-español.	2
12. García Martín, Correspondencia comercial. N.Y : Harper and Row, 1973.	2
13. Jackson, Mary H. Manual de correspondencia espanola.	2
14. Rodríguez de Roque, Pérez de Abreu. Principios de comercio.	2
15. Santana, Jorge. Spanish for the Professions. Westminster, Md.: Random House, 1981.	2
16. Bull, LaMadrid, Briscoe. Communicating in Spanish.	1
17. Carriedo Vasseur. Administración de empresas.	1
18. Carrillo-Zalce. Prácticas comerciales y documentación.	1
19. Días, Eva S. Marcia. Referencia para la oficina	1
20. Fernández de la Vega, Hernández-Mujares. Ortografía en acción. Southwestern.	1
21. Harvard and Arize. Bilingual Guide to Business and Professional Correspondence. Pergamon.	1
22. Johnson, T. El socio industrial. St. Louis University.	1
23. Meza. Business Letter Handbook.	1
24. Ramirez, Alejandro. Derecho mercantil. Mexico, 1978.	1
25. Roman, Carmen Perez. Introduction to Business Translation. University of Puerto Rico Press, 1980.	1
26. Renty, Ivan de. El mundo de los negocios.	1
No response	21

10. Business Spanish satisfies a departmental or university language requirement.

Yes	58
No	51
No response	6

11. Methods of Promotion	Frequency of Use
Regular university course announcement	106
Continuing education/ off campus course announcemt.	19
Announcements to business school advisers	51
Letters to the business community	6
Posters on campus	37
Newspaper advertisements	10
Word of mouth	82
No response	4

12. Sources of Funding	Frequency
Federal grants	8
Foundations	2
University sources	20
Business community	1
Other private sources	0
None	33
Total	64
No response	53

13. Other language for business courses

Course	At universities with business Spanish	At universities without business Spanish
	Frequency	Frequency
French	76	25
Japanese	0	1
German	47	15
Italian	3	0
Portuguese	2	0
Other	3	2
None	7	48
No response	29	62

14. Course Development Plans

Plans	At universities with business Spanish	At universities without business Spanish
	Frequency	Frequency
Plans to develop new course	51	62
Possible plans for new course	14	14
No plans for new course	20	23
Plans to discontinue course	3	11
No plans to discontinue course	12	1
Total	100	111
No response	37	41

15. There is a language requirement in business degree programs.

	At universities with business Spanish	At universities without business Spanish
Yes	32	19
No	78	111
No response	5	10

Appendix II

UNIVERSITIES THAT OFFER SPANISH FOR BUSINESS

Alfred University

American University

Appalacian State University

Ball State University

Baruch College

Bowling Green State University

Bradley University

California State University, Chico

California State University, Dominguez Hills

California State University, Fullerton

California State University, Hayward

California State University, Long Beach

California State University, Los Angeles

California State University, Sacramento

Central Connecticut State College

Central State University, Edmond, OK

Central State University, Wilberforce, OH

College of St. Thomas

De Pauw University

Dowling College

Drury College

East Carolina University

Eastern College, St. Davids, PA

Eastern Michigan University

Elmhurst College

Emporia State University

Florida Atlantic University

Florida International University

Florida State University

Gannon University

Georgetown University

Howard University

Indiana University

Kansas State University

Kean College of New Jersey

Lake Forest College

Lasalle College

Lehigh University

LeMoyne-Owen College

Mankato State University

Mars Hill College

Memphis State University

Mercy College

Montclair State College

Morris Brown College

New Mexico State University

New York State University College, Geneseo

Northwestern University

Northern Illinois University

Northern Kentucky University

Oakland University

Ohio Northern University

Pace University

Plymouth State College

Portland State University

Rice University

Rollins College
Saint Joseph's University
Samford University
Sam Houston State University
San Diego State University
Seton Hall University
Shippensburg State College
Simpson College
Southern Illinois University
Southern Illinois University, Edwardsville
Southern Methodist University
Stephen F. Austin State University
St. Edwards University
St. Louis University
State University of New York, Albany
State University of New York, Buffalo
Syracuse University
Temple University
Tennessee Technological University
Tennessee State University
Texas Southern University
Texas A&I University
Towson State University
University of Arkansas
University of Central Arkansas
University of Cincinnati
University of Connecticut, Storrs
University of Georgia

University of Idaho
University of Illinois, Chicago Circle
University of Iowa
Universtiy of Kansas
University of Louisville
University of Miami
University of Missouri, Columbia
University of Montana
University of Nebraska, Lincoln
University of Nebraska, Omaha
University of Northern Iowa
University of Pittsburgh
University of Puget Sound
University of Rhode Island
University of South Carolina
University of Southwestern Louisiana
University of Tennessee, Chattanoga
University of Texas, El Paso
University of Utah
University of Virginia
University of Wisconsin
University of Wisconsin, Eau Claire
University of Wisconsin, Milwaukee
Valparaiso University
Virginia Commonwealth University
Wake Forest University
Washington University, St. Louis

West Georgia College

Western Illinois University

Western Kentucky University

Youngstown State University

UNIVERSITIES THAT DO NOT OFFER SPANISH FOR BUSINESS

Abilene Christian University

Alabama State University

Albany State College

Ashland College

Augusta College

Azusa Pacific College

Baylor University

Boston University

Brigham Young University

California Polytechnic State University

Canisius College

Capital University

Central Michigan University

Central Washington University

College of Charleston

College of William and Mary

Colorado State University

Concord College

Cornell University

Corpus Christi State University

Creighton University

Dartmouth College

Duke University

Duquesne University

Eastern Illinois University

Eastern Illinois University

Eastern Montana College

Eastern New Mexico University

East Texas State University

Emory University

Fairfield University

Fairleigh Dickinson University

Fordham University

Fort Lewis College

Gallaudet College

George Washington University

Georgia Institute of Technology

Grambling State University

Grand Valley State Colleges

Hardin Simmons University

Harvard University

Henderson State University

Idaho State University

Illinois Institute of Technology

Iowa State University

Jacksonville State University

Juniata College

Kent State University

Lamar University

Louisiana State University

Loyola University of Chicago

Marist College

Marshall University

McNeese State University

Menlo College

Mercer University

Miami University

Michigan Techological University

Millikin University

Millsaps College

Moorhead State University

Moorhead State University

Morehouse College

Murray State University

North Adams State College

Northeast Louisiana University

Northeast Missouri State University

North Carolina A&T State University

North Dakata State University

Northern Michigan University

Norht Texas State University

Northwestern University

Ohio State University

Ohio University

Oklahoma Baptist University

Old Dominion University

Oral Roberts University

Oregon State University

Pan American University

Pembroke State University

Pennsylvania State University

Providence College
Rhode Island College
San Francisco State University
Seattle University
Southeastern Louisiana University
Southeastern Oklahoma State University
Southern University
Stetson University
St. Bonaventure University
St. Cloud State University
St. Paul's College
Stockton State College
Suffolk University
Texas Christian University
Trenton State College
Trinity University
Tuskgee Institute
University of Akron
University of Bridgeport
University of California, Berkeley
University of Dubuque
University of Hartford
University of Kentucky
University of Maine, Orono
University of Michigan, Dearborn
University of Minnesota, Duluth
University of Missippi
University of Nevada, Las Vegas

University of New Haven
University of North Carolina, Chapel Hill
University of North Carolina, Greensboro
University of North Dakota
University of Oklahoma, Norman
University of the Pacific
University of Santa Clara
University of South Dakota
University of South Florida
University of Southern Colorado
University of Tennessee, Knoxville
University of Tennessee, Martin
University of Texas, Tyler
University of Tulsa
University of Vermont
University of Washington
University of Wisconsin, Superior
Utah State University
Villanova University
Virginia Polytechnic Institute
Wayne State University
Weber State College
Western Carolina University
Western Michigan University
Western New Mexico University
Western Washington University
West Liberty State College
Wichita State University

Widener College

Winthrop College

Wright State University

ED224310

ONE MODEL FOR THE COMMERCIAL-SPANISH CURRICULUM

by

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FL013345

"One Model for the Commercial-Spanish Curriculum"

by

Geoffre[illegible] M. Voght

In addition to the traditional majors and minors in languages, literatures and cultures, Eastern Michigan University's Department of Foreign Languages and Bilingual Studies has created new programs in Bilingual-Bicultural Teacher Education, English as a Second Language, and Language and International Trade. These programs are responsible for dramatic increases in Department enrollment, beginning in the mid-1970's, which have averaged 40% each year for the past three years. The highly successful programs in commercial French, German and Spanish, with a combined current graduate and undergraduate enrollment of over 300 majors, have been a significant part of this remarkable departmental revitalization.

It is not accidental that our commercial foreign-language offerings have attracted such large numbers of students at this time. Thanks to the work of the President's Commission on Foreign Languages and International Studies, to the publication of Paul Simon's *The Tongue-Tied American* (   ) and other recent events, national attention has finally begun to focus on the negative effects that our monolingualism and cultural isolation have had on our influence in world affairs, on our economic security and on world peace. The purpose of this article is to outline in some detail our business-Spanish degree requirements and course components, in the belief that this information will be of interest to foreign language teachers seeking new and innovative programs of national significance which have the potential to attract large numbers of new students to our discipline.

The B.A. and M.A. programs in Language and International Trade at Eastern Michigan University have three basic components, in each of the three languages: a business and international studies area, a language area, and a cooperative education work experience.

BUSINESS AREA: On the undergraduate level, each student must complete courses in microeconomics and macroeconomics, international business and marketing, geography, history and political science. In addition to these basic requirements in the business and international studies area, all atudents must complete approximately 24 semester hours of specialized courses in an operational area of business administration of their choice. The total for the business area comes to over 40 semester hours for most students.

THE LANGUAGE AREA: Each undergraduate student must complete a minimum of 18 hours of foreign language courses, including at least 6 semester hours of third-year commercial Spanish. Most incoming students end up taking closer to 30 hours of foreign language training, for two reasons: First, their low entrance proficiency in Spanish requires that they complete several prerequisites prior to qualifying for the third-year specialized courses. Second, most students who complete the third-year required courses prior to their final year continue with the senior-level business-Spanish courses or other language courses in order to maintain and improve their skills.

CO-OP WORK EXPERIENCE: Finally, all students must complete, prior to graduation, a cooperative education work experience lasting a minimum of four months. Appropriate jobs must be administrative in nature, rather then clerical or production oriented. The students must work full-time and receive a salary.

The graduate students must fulfill requirements similar to those just explained for B.A. students, but on a more advanced level. They must complete a Business Core, consisting of two graduate courses in marketing or management, three in economics, and one elective. The minimum for completing this business-area requirement is six courses for a total of 18 semester hours of credit.

In addition, all graduate students must complete 10-12 hours of language studies. Students with little or no foreign-language proficiency prior to admission to the graduate program may take special sections of regular beginning language courses to develop the required minimum level of linguistic competence. Since the 10-12 hour minimum does not really represent an adequate level of knowledge for establishing and maintaining commercial contacts, this program requirement is currently under review, with the intention of requiring six hours of specialized commercial Spanish at an advanced level, prior to graduation. Students with a low entrance proficiency would, under this new system, take one or more years of prerequisite courses before completing the advanced requirements. The disadvantage of this kind of change is that it would limit the pool of prospective students, eliminating those whose undergraduate background included little or no foreign-language training. However, the preparation of our Master's Degree recipients would be improved enormously, and the degree would gain in credibility and prestige.

Finally, the Graduate program requires a cooperative education work experience identical to that specified for the undergraduate degree.

In addition to the undergraduate and graduate programs in Language and International Trade, Eastern Michigan University also offers a separate undergraduate major and minor in Business Spanish. The Business Spanish Major and Miner differ from those described above for Language and International Trade in that they require no business area courses at all. Instead, the Business Spanish Major and Minor include expanded requirements for business language, culture and literature. For the major, two full years (12 semester hours) of specialized business-Spanish courses are required. In addition, one year (6 semester hours) of Spanish or Spanish-American literature is required, as well as an equal amount of academic background in the cultures of Spain and Spanish America. All these required courses are on the third-year level or above and are given entirely in Spanish. The Business-Spanish Minor requires one course in literature, one course in culture, and two courses in commercial Spanish, all on the third-year level or above.

There are three aspects of our business-Spanish-Language and International Trade program which deserve special attention and explanation. Two of them, the Madrid Chamber of Commerce Examinations and the Cooperative Education Job Placement Consortium, are described in detail in separate articles in this volume. The third, the nature and contents of our business-Spanish courses themselves, will be the focus of attention in the rest of the present article.

I would like to begin by sketching briefly the history of the development of our business-Spanish courses, the department component of the degrees we offer in Language and International Trade. Four years ago, our plan as originally conceived, called for a five-course sequence:

SPN 161 & 162	8 hours
SPN 261 & 262	6 hours
SPN 361	4 hours
	18 hours total

The special business-Spanish courses on the first and second year levels contained, of necessity, much grammar and every-day life vocabulary, duplicating the normal courses taken by students not in the new program. But these special courses also focused on business vocabulary and business readings as a major component, in theory. The SPN 361, third-year course was conceived of as a "culminating" experience, summarizing and reviewing the business-Spanish elements introduced in the earlier courses.

We have abandoned this original plan for theoretical and practical reasons:

1) It proved too expensive to maintain separate tracks, separate sections of Spanish on the first two levels. The students had to concentrate on grammar and every-day life situations anyway, leaving little time for meaningful development of business-language skills and knowledge.

2) It also soon became obvious that the language proficiency and commercial Spanish knowledge of students who completed the "culminating" course were below the minimum that they desired and that we would have

liked to expect from graduates having our B.A. in Language and International Trade. It became imperative to offer more advanced training, an additional third year course, plus others on the fourth-year and graduate levels. These courses also served the needs of those students coming to us with second or third year proficiency from high school.

For these reasons, we have phased-out the separate, business-Spanish courses on the first-year and second-year levels. They are no longer offered. Now we begin our specialized business-Spanish courses at the third-year level. We offer a six-course sequence, two three-hour courses each on the Junior, Senior, and graduate Levels:

SPN 361	Spanish for International Trade I
SPN 362	Spanish for International Trade II
SPN 446	Business Spanish
SPN 447	Business Spanish
SPN 646	Spanish for Business Practices
SPN 647	Spanish for Business Practices

Students at Eastern Michigan University whose Spanish proficiency is below the third-year of college level are expected to take regular Spanish courses to meet prerequisite entrance requirements for these commercial-Spanish courses. These courses must be taken in order, each one being the prerequisite for the next. All have basically the same three major components: commercial correspondence and documents, Spanish articles on business-related topics, and a textbook covering vocabulary on a wide variety of operational areas of business administration.

In each course students must both translate business letters from Spanish to English and also compose letters in Spanish for a variety of commercial purposes. In addition, students examine and discuss many other commercial documents, such as business contracts, stocks, checks, bank drafts, rental contracts and real estate sales agreements, accounting books, promisory notes, powers of attorney, telegrams, invoices, receipts, bill of lading and other import-export documents, insurance policies, etc.

One of the greatest obstacles to the development of our commercial-Spanish program has been the lack of adequate textbooks specifically designed to teach business Spanish and Hispanic business practices to students at U.S. colleges and universities, with appropriate exercises to facilitate the assimilation of this large and alien area of vocabulary. As time progresses, many of us will develop and publish our own materials and books to relieve the situation. Some have already appeared. In the mean time, I have compiled a bibliography listing publications useful in the field of commercial Spanish. As I scoured publishers' and distributors' catalogues, my emphasis was on identifying books readily available in the United States, so that this bibliography can serve the immediate and practical needs of new programs in commercial Spanish at colleges and universities across the nation. To facilitate the ordering of items by libraries, teachers, students and professionals, I include an appendix giving names, addresses and phone numbers for most domestic and foreign publishers and distributors represented among the 1000 titles in the collection. It is my hope that this Bibliography of Books in Spanish for Business and the Professions, to be published by the American Council on the Teaching of Foreign Languages, will provide a convenient starting point for the implementation of our national mandate to provide educational training in this new area of higher education. It constitutes what may be considered a basic set of library holdings in Spanish for international business, forming the minimum resources necessary at any school with a serious commercial-Spanish curriculum. It provides teachers with a list of readily-available books to use in their own continuing education and for possible adoption for us in courses. It serves the student and bilingual professional who need a personal library in their area of concentration, by providing list of books on specialized aspects of the business world.

In order to present the most elementary aspects of business letter writing in the first semester of commercial Spanish at EMU (SPN 361), we use Mary H. Jackson's Manual de correspondencia española (Skokie, Illinois: National Testbook Company, 1978). For the second semester course (SPN 362), we use the more extensive Bilingual Guide to Business and Professional Correspondence (Oxford: pergamon Press, 1970) by Joseph Harvard and I. F. Ariza. This first area of each course, commercial cooreespondence and documents, is the area which has received the most attention from publishers, and there are many books available which deal with this topic. In addition, commercial correspondence is often a part of other books, such as the two used as textbooks at EMU discussed below, which provide important additional examples of commercial documents other than letters.

For the first-semester course (SPN 361), the Spanish adaptation of *General Business* (DeBrun, et. al.) by Carmen I. Rodríguez de Roque and Margarita Páez de Abreu provides initial exposure to vocabulary from a representative sample of operational areas: economics, consumer interests, banking, insurance, business communications, business organization and management, labor and governmental relations with business, as well as job hunting. This introduction is followed in the second semester by one of very few textbooks aimed specifically at English-speakers who want to learn commercial-Spanish vocabulary and Hispanic business practices: Nelly Santos, *Español comercial* (New York: Harper & Row, 1981). This pioneering book, though marred by frequent printing errors and carless proof reading, is useful in providing numerous readings in twelve chapters, each dealing with a separate business area: administration and management, banking, real estate, accounting, credit and finance, business law, economics, statistics, data processing and computers, secretarial and office management, marketing, sales, and transportation and insurance. For each chapter, Professor Santos provides a second section with sample documents and related correspondence, making the book a rich source for familiarlizing students with a wide variety of such materials. Exercises help students assimilate the business vocabulary.

The most successful component of each of our courses is the reading of numerous articles published in foreign periodicals, such as *Excélsior*, *Unomásuno* and *Hispanoamericano* from Mexico, *El Nacional* and Resumen from Venezuela, and the ABC Madrid from Spain, covering a wide variety of business-related topics. For this assignment, each student is required to write a summary, in Spanish, of the information given in the article or the attitudes expressed in it, as if he or she were asked by a company to keep track of business developments in foreign countries. The summary report is presented to the class as an oral report, and a typed copy is submitted to the teacher. The student, in collaboration with the teacher, must make up logical questions, also in Spanish, which cover the main points of the article. In addition, the students must choose important commercial-Spanish terms from the article and provide accurate definitions in Spanish for them. These materials--the article, the questions and the vocabulary--must be copied and distributed to all class members one week prior to the date of the oral report. The questions are answered in class after the report is given and the article is discussed.

In the past three years, this last component has been one of the most successful in providing exposure for the students to the commercial-Spanish lexicon in a native unadulterated context. Being entirely in Spanish with no reference to English, it encourages students to build associations among commercial and non-commercial Spanish words and expressions. It encourages students to use a Spanish-to-Spanish dictionary--as opposed to an English-to-Spanish one--and provides practice in manipulating the new lexical items. Because of the great success of this procedure, I am now compiling a Business-Spanish Reader for use in my classes. It is an anthology of articles, accompanied by a number of exercises.

This reader will contain about 25 articles, in order of difficulty or length. The text of each article, with important or difficult terms glossed in the margins, is accompanied by a number of exercieses providing a guide to the comprehension of its contents as well as further practice with its business-Spanish vocabulary. Since developing extensive familiarity and fluency with the commercial-Spanish lexicon is the main purpose, most of these exercises make no references to English. They require instead the frequent use of a Spanish-to-Spanish dictionary and focus attention on the interrelationships among the terms and expressions of each article's commercial subject matter.

Undoubtedly, the existing courses and the program requirements described here will continue to evolve, changing to keep pace with our growing awareness of the needs of the business community. This description is offered to provide one example of how a commercial-Spanish curriculum might take shape, with my best wishes for success to all those who are struggling to develop courses and programs in this new and important field.

ED224311

TEACHING PROFESSIONAL SPANISH:
THE EXPERIENCE OF A SMALL, LIBERAL ARTS COLLEGE

by

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TEACHING PROFESSIONAL SPANISH

The Experience of a Small Liberal Arts College

The last few years have witnessed a proliferation of college and university foreign language courses whose aim is to help prepare students for a business career. It is a major development in the teaching of foreign languages and one that should have come about much sooner.

Rosary College is a typical example of the small liberal arts college where enrollment in the "regular Spanish courses" began to drop considerably a few years ago. In an attempt to counteract this trend it was decided to revise the curriculum, by first adding a Foreign Language Major which combined two or more languages. It was hoped that this would give students a wider scope and greater possibilities of success in finding a job.

The weak position of the language departments was duplicated, to a much greater extent, in the school at large. A major reshaping of the curriculum took place with the introduction of a business major at the undergradutate level, an international business major also at the undergraduate level, and last but certainly not least, a Master's degree in Business Administration. These revisions have done much to revitalize not only Rosary College in general but most especially the language departments. In addition, Rosary has recently applied for, and obtained, a federal grant for the design and implementation of a major in international studies which will go into effect next year. Needless to say, this new major contributes to emphasize the need to apply languages to the professions.

Rosary College has four language departments: French, German, Italian, and Spanish. The Spanish Department was the first to incorporate a course entitled Professional Spanish, which was so successful that now it is also offered in the summer as an evening course. The other three language departments will introduce their own versions of Professional Spanish in the near future.

In setting up the Spanish course a decision had to be made as to the level it would be assigned. Because languages are classified at Rosary as electives it was agreed not to assign a 300 or 400 classification. Few students make it to the junior and senior-year courses in languages. The Spanish Department settled for the 200 level, which means that students may take the course after completing the advanced intermediate courses on speaking and writing. They are not usually fluent enough to tackle business and legal terminology with ease, but at least more of them are in a position to take Professional Spanish (Spanish 251).

Our advertising for this next summer is directed to three kinds of students:

a. The undergraduate who may be majoring in International Business.

b. The adult student--native speaker or otherwise--who is now employed and needs to further his knowledge of Spanish mainly in business or the legal field.

c. In view of the current "boom" in the teaching of Spanish for the professions, we will advertise to the Spanish Departments of colleges and high-schools in our area who might wish to develop their own course. The need to prepare teachers is as great as the need to instruct students. Knowledge of the language does not necessarily qualify you as a teacher in the business field.

One problem that confronts teachers is the lack of suitable material. Much of the writing done in the business, legal, and medical areas is reduced to a servile imitation of English. A free-flowing, crisp Spanish style is conspicuous for its absence, and the texts used as models for business correspondence show almost total disregard for style or even plain grammar rules.

In addition to the standard activities such as correspondence, completion of various forms--applications for employment, credit applications, employment applications--, preparation of reports, memorization of dialogues, Spanish 251 includes interpreting and simultaneous translation.

The language departments have not yet availed themselves of the Internship Program which was established by the College a few years ago. Hopefully, an increase in the number of students taking Spanish 251--and perhaps subsequent business courses--will result in participation by the Spanish Department in this new and very exciting program.

Here are some of the points that prospective teachers of Professional Spanish might take into account:

1. In a small college such as Rosary a business course may be just one more offering within the Spanish Department. It offers a special bonus in that students may improve their grammatical and conversational skills while acquiring the rudiments of a whole new field.

2. With small enrollments Professional Spanish should be considered as an intermediate offering. Some institutions of limited size, however, may enjoy more substantial enrollment figures and thus be able to assign a junior or senior level to their course.

3. If the number and quality of the students increase in the near future, Rosary will perhaps introduce additional courses. Even now there are students who would like to minor in Business Spanish.

4. Extreme care should be exercised in the choice of material now available in the market.

5. At the intermediate level, student interest should be kept alive by introducing alternate activities in the same class period.

6. If necessary, the courses should be advertised throughout the school and to the community at large. Rosary College advertises only its summer session to legal groups, banks, hospitals, businesses, and other institutions. This particular year the Spanish departments of colleges and high-schools in the area will be added to the list.

7. It should be pointed out that employers will often underwrite the expenses of their employees' tuition, provided they earn at least a B grade.

8. Above all, instructors should be honest with their students. A course or two in Professional Spanish will not lead to the presidency of a large corporation or even to the immediate results expected by so many naive youngsters: a high-paying job immediately after graduation. Spanish for the professions is still in its experimental stage, and for now it is only the cornerstone of a reality that may or may not be awaiting the students after leaving school.

Alejandra Tcachuk
Rosary College

ED224312

BUSINESS SPANISH AND THE LIBERAL ARTS COLLEGE:
A SUCCESSFUL TRANSITION

by

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Business Spanish and the Liberal Arts College:
A Successful Transition

Small liberal arts colleges face the same challenges confronting large universities, but because of more limited resources in staff, funding, and student enrollment, our approach may be quite different from that of a larger school. Elmhurst College has dealt with this challenge by developing a successful business Spanish course. We believe our experience is typical of many small colleges and may prove useful to them.

Elmhurst is located in the western suburbs of Chicago. It is a four-year undergraduate institution with an enrollment of 2,400 students and a one hundred-year liberal arts tradition. The Department of Foreign Languages is small: four full-time faculty members teaching French, German, and Spanish to approximately 260 students each year, 25 of them majors in foreign languages.

Over the past decade the nature of our department has changed. After the foreign language requirement was dropped in 1976, few students majored in foreign languages, and still fewer pursued careers in teaching or continued their education in graduate school. At the same time a growing number of them chose double majors which combined foreign languages with business, psychology, or political science.

The Spanish major at Elmhurst College consists of a minimum of seven courses at the junior-senior level. Traditionally, students select two courses in advanced composition and conversation, a two-course survey of Spanish civilization and literature, a two-course survey of Spanish American civilization and literature, and a January interim class. This we consider to be a minimum for all majors. Unfortunately, our enrollments justify just two upper level courses each term, so any alternative class offering means deleting one of these traditional courses. While our majors found the language, civilization, and literature classes challenging and enriching, they lamented the lack of a course more directly related to their jobs following graduation. Thus, after considerable debate within the department, it was determined that we should add a one-semester business Spanish course to the curriculum.

The Spanish for Business course was to be at the advanced level with one year of composition and conversation as a prerequisite. Thus we could assume that students with language skills already highly developed could concentrate on those areas specifically related to business Spanish. We also desired a course suited to the expertise of our faculty, i.e., one dealing with the language of business and with general business practices. We were well aware of the expertise of our colleagues in the Center for Business and Economics, and did not wish to compete with them.

What evolved from our discussions was an advanced conversation and composition course which focused entirely on business. It met two 90-minute periods each week for fourteen weeks. Considerable emphasis was placed on vocabulary building reinforced by daily quizzes and role playing, with secondary emphasis on the function and composition of business documents.

Textbook selection posed a problem. As we are all well aware, this is a new area of interest and our knowledge of Spanish for Business texts was limited to those readily available for examination. We selected two texts: Spanish in the Office/español para oficinas, J. Bray and M. Gómez-Sánchez (Longman: London, 1980), and Business and Finance Workbook, Jarvis, Lebredo, and Planells (D. D. Heath: Lexington, 1981). The former, which we used as a composition text, contains a well-written introductory essay on Spanish business practices, a glossary of formal salutations and closings, model business documents, and a variety of writing exercises. The Jarvis, Lebredo, and Planells workbook is designed for use at the elementary or intermediate level. As such, the grammar exercises were unsuitable for our purposes. However, in our opinion, the vocabulary lists were excellent and the role-playing exercises could easily be adapted for use at any level.

A third goal of the class was to provide participants with a realistic view of how they might use their language skills following graduation. Prior to the course, most students thought only in terms of work in large translating firms, international airlines, or international business. Few students were aware of opportunities in local Chicago firms. Two projects were initiated to help them gain a broader perspective. During the term, guest lectures were presented by a number of businesspersons who use Spanish in their work, including a panel discussion by four of our recent alumni representing not only international business, but also Illinois state government, and a local public relations position. Students were encouraged to engage in frank discussions with the speakers about prospects in their field, as well as the pros and cons of such a position.

The final semester project was to seek out businesses which have an international focus or which employ Spanish-speaking persons, to interview a representative of those businesses, and to present the findings to the class. Our students were quite diligent in seeking out eligible companies. Among those interviewed were Allied Van Lines, IBM, McDonald's, Papermate, Automatic Electric division of GTE, and Swift and Co., as well as smaller enterprises such as Jolly's Restaurant, Amlings Flowerland, the DuPage Memorial Hospital, and Tropical Optical.

The interviews were quite illuminating. Contrary to our expectations that large international corporations would be the best source for employment, we found that of the six, only two of them, Papermate and Allied Van Lines, had a multilingual focus. The other corporations conduct executive-level business only in English; Papermate, on the other hand, provides in-house Spanish classes for its executives and Allied Van Lines has bilingual personnel because it must communicate with foreign carriers.

Prospects with smaller businesses in the Chicago area are growing as local firms adapt to the increasing Hispanic population. However, we found very mixed reactions from businesspersons at this level: those persons who welcomed bilingual personnel, those who recognized a need for them, and still others who resented anyone unable to speak English and who were unwilling to accommodate them. Nonetheless, we were pleasantly surprised at the wide range of job opportunities among small businesses in the Chicago area.

For those desiring a position with opportunities for foreign travel in an international corporation, we found the best prospects lie in medium-sized, growing corporations which wish to expand into foreign markets. They are small enough to be flexible and can develop a marketing strategy along multilingual lines.

The results of the course were quite gratifying. Students acquired the vocabulary needed to conduct business in Spanish, they were adept at writing a wide range of business documents, and they emerged with a feeling of confidence in dealing with businesspersons. Most important, they completed the course with a realistic view of how they might best use their language skills following graduation.

Based on these results, our department has decided to make Spanish for Business a permanent offering at Elmhurst College, and we have developed similar courses in French and German. We feel that business Spanish has become a valuable addition to our curriculum and are firmly convinced that other small college curricula can profit from a one-semester course such as ours.

ED224313

A HUMANITIES APPROACH TO INTERNATIONAL BUSINESS

by

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THE HUMANITIES APPROACH TO INTERNATIONAL BUSINESS

High Point College is a small, private college of 1450 students in central North Carolina. This year we have inaugurated a new program which combines the liberal arts tradition with specific technical training in business and foreign language to prepare students for a career in international commerce. Our new venture is still in its infancy but shows great potential in recruiting students to the college and in increasing the numbers who will take advanced language courses. Our program could be adapted to similar institutions as its interdisciplinary nature represents what we in small colleges do best. At High Point College we have a slogan--"A quality education with a personal touch." We feel that our new program exemplifies this ideal. Therefore, today I would like to share with you our planning process so that it might serve as an aid and a guide for those of you who wish to create curricula of your own in this field.

Our motivation for beginning the program stemmed from the problem facing many foreign language departments in the mid-seventies--decreasing enrollment in upper division courses. Although we had a language requirement of six semester hours for all students, few continued study beyond the requirement period. The French major had been deleted from the curriculum in 1974 and the Spanish major was attracting fewer and fewer students. Recognizing the need to examine our total offerings, the Modern Foreign Language Department applied for a Consultant Grant from the National Endowment for the Humanities. Upon being awarded the grant in September 1980, the Department began an overall study and revision of the curriculum which was completed in December, 1981.

With the help of our consultant Dr. Claire Gaudiani, we examined our courses for advanced students and noted that our curriculum was designed primarily for students in teacher education or for those continuing language study in graduate school (although we did have courses in Business Spanish, French, and German). However, the number entering teacher preparation was declining, On the other hand, one-third of our students at High Point College were majoring in business. In addition, the majority of the advanced language students were business majors. However, there was no connecting link between the two areas and thus the logical first step in our curricular revision was to establish an interdisciplinary program in foreign language and business.

We immediately approached the Head of the School of Business and from the beginning had his full support and cooperation. His motivation was different from ours. His problem stemmed from the increasing number of foreign students in his department, many of whom were from Spanish-speaking countries. He felt that his major had not been adequately serving the needs of these special students. After enlisting his support, we turned our attention to the administration. The consultant organized a one-day session for the Academic Dean, two members of the business faculty, and one representative from foreign languages. By involving the Dean in our planning process from the very beginning, we made him feel very much a part of our work and this may have been the single most importnat factor leading to our success. By the end of our meeting that day, we had worked out the essential elements of the curriculum. Basically, we kept the core of business courses (30 semester hours) required of all business majors. We added a foreign language core of four courses beyond the intermediate level: Conversation, Advanced Grammar and Composition, Civilization, and a course in Business Spanish or French.

But we were not yet satisfied. This program perhaps more than any other needed strong supporting courses from other disciplines. It was necessary to make our students citizens of the world with an international outlook. Therefore, we added an addition core of fifteen hours: three hours in literature and twelve hours chosen from international economics, cultural anthropology, political science, history, and geography. Finally, we believed these students should participate in a culminating seminar in their senior year. In the liberal arts tradition, they would bring together the knowledge from the various disciplines and form their own relationships and connections. By May 1981, the curriculum had been approved by the general faculty. With the exception of the seminar no new courses were added and no new instructors had to be hired. This fall our enrollment more than doubled in all of our advanced courses and this increase stemmed in part from the new program.

Once the curriculum had been established, we turned our attention to the community. Our college has a special advantage since it is located in the middle of a thriving industrial area with international interests. High Point is the center of the country's furniture manufacturing and each fall and spring hosts the major furniture market attracting buyers and sellers from throughout the world. In addition, the entire Triad area of High Point, Greensboro, and Winston-Salem is a large center of textile manufacturing of all kinds--much of which is shipped abroad. Moreover, everyone knows that in North Carolina tobacco is king and the exporting of the product is becoming more important as the domestic market decreases. R.J. Reynolds World Headquarters is located only twenty miles from the campus and the college already has a working relationship with the company through its Continuing Adult Education Program. The resources were unlimited but how could we tap them?

We wanted to involve the community in two specific ways:1) To have those who showed an interest in our program become members of an advisory council and 2)To have companies utilize our students as interns in their exporting and importing departments. Our need was to indentify and make contacy with those who could assist us.

We began by holding a luncheon with selected members of our Board of Visitors who were prominent in the industrial and financial community. Their assistance was invaluable in providing us with the names and addresses of people who might be willing to help. We attended a meeting of the Triad World Trade Club and let their members know about our program. We went to a conference on exporting furniture and talked to as many people as we could. Once we had compiled a list of names we devised a survey to be sent to them. Of thirty organizations responding, sixteen are willing to serve on an advisory board and thirteen are ready to accept interns. With these results we are now forming our council and are preparing to send out our first interns next year. We still have to "spread the word" but we have taken the initial step.

Another community resource which should not be overlooked is the International Trade Administration of the U.S. Department of Commerce. An office exists in almost all fifty states and the trade consultants are most willing to assist in any way they can. The consultant for our area furnished us free of charge a great deal of information and bibliography. Moreover, he introduced us to many people active in world trade. Finally, he is helping us to initiate a new course in international marketing, finance, and documentation for next fall.

Our prgram has had a successful beginning. We have established a good curriculum including the necessary business and foreign language courses but have not neglected a general humanities preparation, thus linking many areas of the college together in a cooperative effort toward a common goal. We have also involved the community adding another facet to the relationship of "town and gown" so important to the survival of private colleges in the Eighties. We now are turning our attention to recruiting new students to the program through contacts with foreign language teachers in the high schools and articles in local, regional, and national publications. We are investigating the addition of an optional European study-abroad component to the curriculum and look toward the future establishment of internships in foreign countries.

Our international business program can readily be adapted to other colleges. Its elements are not unique. There are however certain practical suggestions that we at High Point College would offer to those of you considering establishing similar curricula:

1. Break out of the confines of the foreign language department. This type of program can only succeed if it has the support of the entire college. Involve everyone, including the administration, in the planning from the start. If all suggestions are considered, everyone will feel part of the program. Also, let everyone have some of the credit. The foreign language department can only benefit from a cooperative spirit.
2. Use your community resources. Find out how your program can relate to your town or city. Ask local businessmen to help. Take a survey. Talk to the Chamber of Commerce, Rotary, Kiwanis. More and more businesses are becoming international in scope and many would be ready and willing to assist.
3. Do not feel that you have to spend money or hire new faculty to succeed. A foreign language faculty can be retrained easily. You need not neglect literature and culture while at the same time adding technical and practical knowledge about

the world of international business.

International business curricula represent the union between professional career preparation and the liberal arts. We, the members of the foreign language faculty, can exercise a significant role in "humanizing the curriculum," if we do it in a spirit of sharing and cooperation. As a result, the study of languages once again can play a significant role in the general college. The opportunity exists and we must grasp it at once for our benefit, the benefit of our students, the college, the community, the nation, and the world.

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ED224314

A BUSINESS-SPANISH PROGRAM RESULTING FROM THE SYNERGISTIC COMBINATION OF COURSES IN COMMUNICATION, LANGUAGE AND BUSINESS

by

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I. The Rationale of the Program

Historical relationships of the components. The new synergy advocated in this paper is commensurate with the inception of culture. If the term *culture* is accepted in its correct anthropological sense, we are immediately confronted with four cultural phenomena:

a) the birth of an articulated language

b) the production and employment of objects used for transforming the relationship between man and nature

c) kinship relations as the primary nucleus of institutionalized social relations

d) the economic exchange of goods and services.

The whole of culture, thus, is communication: human societies exist only when communication has been established. When communication, language, and business courses are chosen as the main components of an educational program, we are returning to the primordial elements of the society of men.

Contemporary experts, like Wilbur Schramm, state that the fundamental social process is communication. Communication comes from the Latin *communis*, common. When we communicate we seek to establish "commoness" with someone. "No man is an island" said Donne long ago: Communication makes the human society possible. Society is a sum of relationships in which information of some kind is shared. When we study communication we study people relating to each other and to their groups, organizations and societies, influencing each other, being influenced, informing and being informed, teaching and being taught, entertaining and being entertained. To understand human communication we must understand how people relate to one another.

Because communication is the fundamental social process, because above all, man is an information-processing creature, a major change in the state of information, a major involvement of communication, always accompanies any major social change. This major social change is here with us today. Instantaneous telecommunications, rapid transportation, the increasing complexity of industrial production, and the multiplication of goods and services combine to push, irresistibly, in the direction of making all business international in character.

Business, on the other hand, relates to reality, to activity, to operating institutions, to human effort directed toward achieving some human satisfaction. The unifying purpose in the international business field is to enhance the likelihood of mutually profitable transactions across national boundaries. To engage in international business activities entails to engage in acts of intercultural communication in order to achieve a commonality of benefits. The web of transnational relationships of men, services, institutions, and goods are part of today's worldwide systems of communication. Today virtually all decisions are viewed internationally in order to maintain optimum policies.

Pedagogic implications. Therefore, it has become the view of the leading schools of business that all students should be well versed in the international dimensions of business. In effect, the American Assembly of Collegiate Schools of Business (AACSB) changed in 1974 its accreditation standards so as to require that the curricula reflect the worldwide as well as the domestic aspects of business.

When one speaks of educating or training people for international business one refers to all those individuals whose job can better be performed if they are familiar with the economics, politics, and culture of various foreign countries, and if they have an understanding of the international aspect of politics, economics, finance, and transportation. One also refers to a wide variety of people who work in various capacities in different types of firms, yet never travel abroad. Their business is affected by competition from imports, or utilizes imported parts or services; they correspond with foreign firms; they meet and deal with visiting foreign businesspersons or government officials; their work entails an understanding of the foreign sales or foreign operations of their company; they must make decisions which affect, indirectly, the foreign sales or operations of their company; they must fully understand the environment in which their firm's foreign operations are located in order to communicate—in our case the Spanish American one—with the company's overseas personnel.

At the same time, it would be grossly uneconomic for each School of Business to develop the whole armory of skills and expertise which the teaching of language and culture calls for. The School of Humanities, in general, and the Foreign Language, in particular, can normally undertake this task. The language departments can develop a series of courses to service the needs of the international business student. In fact, this is a modern kind of synergy in staff activities. For universities should scan the environment in which the students will live and make a living. If business is communication, and the principal signalling systems employed by human beings for the transmission of information are languages, it becomes all but inescapable to conclude that the teachers of foreign languages and cultures can teach business courses in the target language, in this case business Spanish courses.

This synergistic approach demands our consideration of language as a process fundamentally sociological in its nature. Language, as seen within the frame of communication, is basically language-activity, always used in a significant situation. Thus, action has primacy over any other consideration: how people react to decoded symbols is now the area of overriding concern since we want to assess the effects of language on people. The important thing is to arrive at a communicative pedagogy of language, that is, to teach it according to its social use or function. Its significance, with this purview, lies in its use. If languages, too, belong to a larger whole, human communication, learning to use languages effectively and to know the cultural context of the linguistic communication is imperative for the businessperson in this international era.

A successful linguistic communication depends, not only upon the receiver's reception of the signal and his appreciation of the fact that it is intended for him rather than for another, but also upon his recognition of the sender's communication intention and upon his making an appropriate behavioral or cognitive response to it. In point of fact, any verbal behavior is goal-oriented: aims determine the means used. Language, therefore, must be investigated in all the varieties of its functions.

Outline of linguistic functions. Whereas the brief enquires performed above gave us the relationships of the fields of communication, language, and business in the context of the past and present societal needs, the next logical step is to analyze the main functions of language in order to justify a program that will teach in Spanish—or in any other language for that matter—notions of business and communication which respond to linguistic pedagogy per se. This concise survey will give us the constitutive factors in any speech event, in any act of verbal communication, commensurate with our objective.

Roman Jakobson, one of the most lucid minds in the field of linguistics, offered a classical analysis which we prefer to bring ad verbatim because of its clarity. It continues the work of Karl Bühler and shows a great similarity with the communication models.

> "The ADDRESSER sends a MESSAGE to the ADDRESSEE. To be operative the message requires a CONTEXT referred to ("referent" in another somewhat ambiguous nomenclature), seizable by the addressee, and either verbal or capable of being verbalized; a CODE fully, or at least partially common to the addresser and addressee (or in other words, to the encoder and decoder of the message; and, finally, a CONTACT, a physical channel and psychological connection between the addresser and the addressee, enabling both of them to enter and stay in communication. All these factors inalienably involved in verbal communication may be schematized as follows:
>
> CONTEXT
> ADDRESSER MESSAGE ADDRESSEE
> CONTACT
> CODE
>
> Each of these six factors determines a different function of language. Although we distinguish six basic aspects of language, we could, however, hardly find verbal messages that would fulfill only one function. The diversity lies not in a monopoly of some one of the several functions but in a different hierarchical order of functions. The verbal structure of a message depends primarily on the predominant function. But even though a set toward the referent, an orientation toward the CONTEXT—briefly the so-called REFERENTIAL, "denotative", "cognitive" function—is the leading task of numerous messages, the accessory participation of the other functions in such messages must be taken into account by the observant linguist. The so-called EMOTIVE or "expressive" function, focused on the ADDRESSER, aims a direct expression of the speaker's attitude toward what he is speaking about. It tends to produce an impression of a certain emotion whether true or feigned... If we analyze language from the standpoint of the information it carries, we cannot restrict the notion of information to the cognitive aspect of language. Orientation toward the ADDRESSEE, the CONATIVE function, finds its grammatical expressions in vocatives, questions, and commands. In addition, we observe three further constitutive factors of verbal communication and three corresponding functions of language. There are messages primarily serving to establish, to prolong, or to discontinue communication, to check whether the channel works ("Hello, do you hear me?), to attract the attention of the interlocutor or to confirm his continued attention ("Are you listening?" and on the other end of the wire, "Um—hum!"". This set for CONTACT, or in Malinowski's terms PHATIC function, may be displayed by a profuse exchange of ritualized formulas, by entire dialogues with the mere purport of prolonging communication. A distinction has been made in modern logic

> between two levels of language, "object language", speaking of objects, and "metalanguage", speaking of language. But metalanguage is not only a necessary scientific tool utilized by logicians and linguists; it plays also an important role in our everyday language: we practice metalanguage without realizing the metalingual character of our operations. Whenever the addresser and/or the addressee need to check up whether they use the same code, speech is focused on the CODE: it performs a METALINGUAL (i.e., glossing) function. "I don't follow you—what do you mean?". We have brought up all the six factors involved in verbal communication except the message itself. The set toward the MESSAGE as such, focus on the message for its own sake, is the POETIC function of language ..
>
> Now that our cursory description of the six basic functions of verbal communication is more or less complete, we may complement our scheme of the fundamental factors by a corresponding scheme of the functions:
>
> REFERENTIAL
> EMOTIVE POETIC CONATIVE
> PHATIC
> METALINGUAL"[3]

Since linguistics is the global science of verbal structure, nonliterary structures may be regarded as an integral part of linguistics. Insistence on keeping nonliterary structures apart from language teaching in advanced courses is warranted only when the aim is the training of literary critics. Linguistic competence, on the other hand, as the goal of second language learning, has been restated as communicative competence. Communication, thus, lies at the interface between language learning and the use of language for social purposes. That is, certain semantic structures occur in concurrence with specific communicative functions.

In effect, prominent in the second language teaching profession today is the claim that the goal of linguistic competence in language learning is inadequate. The restatement of the goal, partially in light of the preceding study of the communicative functions of language, as the acquisition of communicative competence is defined today as follows: "... the ability to function in a truly communicative setting—that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors."[4] The inclusion, thus, of a third component, communication, in this paper on a Business Spanish Program is, in our opinion, imperative.

The first two levels of language teaching, devoted to the acquisition of the basic linguistic skills, similarly, must take into account the fact that verbal structures are determined by the communicative functions just reviewed. The ability to discriminate and pronounce the sounds of a language, and to produce grammatical sentences in an abstract situation does not correspond to the need to initiate speaking and to interact freely in a business situation.

It is no accident that, at the same time that instructional programs and learning activities are being developed to facilitate the goal of communicative competence, such courses as "Spanish for Medical Personnel", "Commercial Spanish", and the like, are proliferating, and all under the aegis of Spanish for special purposes. Thus, our first two traditional levels of language skills teaching should include business situations in which the needed linguistic structures tend to occur.

Summing up: the examination of the constitutive factors in any speech event, in any act of verbal communication, illuminated the existence of the main functions of language. The learning of language has been redefined as the acquisition of communicative competence. We have, thus, defined now the problem of language learning as one of communication in a given social situation. The problem was broken down into six dimensions or functions of language. The emphasis now is on learning linguistic structures in which the referential and the conative functions are predominant. Logically, the following step to take will be in the direction of finding a method that can provide us with the necessary flexibility to accommodate the multifaceted business needs of communication in Spanish.

THE MORPHOLOGICAL ANALYSIS. The descriptive label "morphological method" was coined by Fritz Zwicky, the famous astrophysicist and jet engine pioneer. This method for creativity aims to single out the most important dimensions of a specific problem and then examine all the relationships among them. Morphology means structure and the technique seeks to explore all the possible alternatives that a multidimensional matrix may yield. By systematically exploring a field of possibilities, morphological analysis reveals many potential technical possibilities that have been neglected or that are strange at first glance. This stimulates the imagination and causes the creative work that we had hoped for. Computarization of the written description of each solution in a form easily grasped by the mind has noticeably increased this stimulation. Although the term morphological analysis was coined by Zwicky the method is in fact very old. One can trace it back to the Majorcan logician and mystic monk Ramon Lull (1235-1315). Lull had an idea which he called the "Great Art". By combining a very small number of principles one would have the possibility of solving all the problems of philosophy and metaphysics. His principles were materialized by boxes on circles rotating around the others. Centuries later, Leibnitz, a strong partisan of the art of Lull, spoke of it with praise in his Dissertatio de Arte Combinatoria. The method generalized: A. Kircher, the inventor of the magic lantern, also used a morphological table for chemistry. From the outset, thus, the morphological method emphasized fundament

Source: Lucien Gerardin, "Morphological Analysis: A Method for Creativity",
A Guide to Practical Technological Forecasting, Eds. James R. Bright and
Milton E.F. Schoeman, (Englewood Cliffs, N.J.:
Prentice-Hall, Inc., 1973), pp. 443-44.

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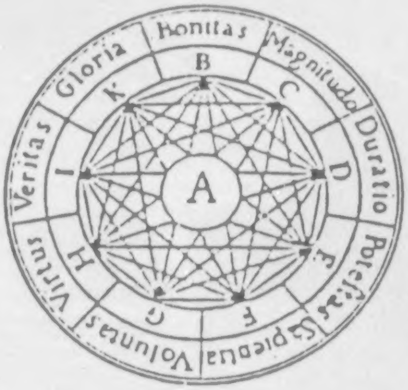
Bonitas
Magnitudo
Duratio
Potestas
Sapientia
Voluntas
Virtus
Veritas
Gloria
A
B
C
D
E
F
G
H
I
K

Exhibit 1. Lull's Diagram—the "Great Art."

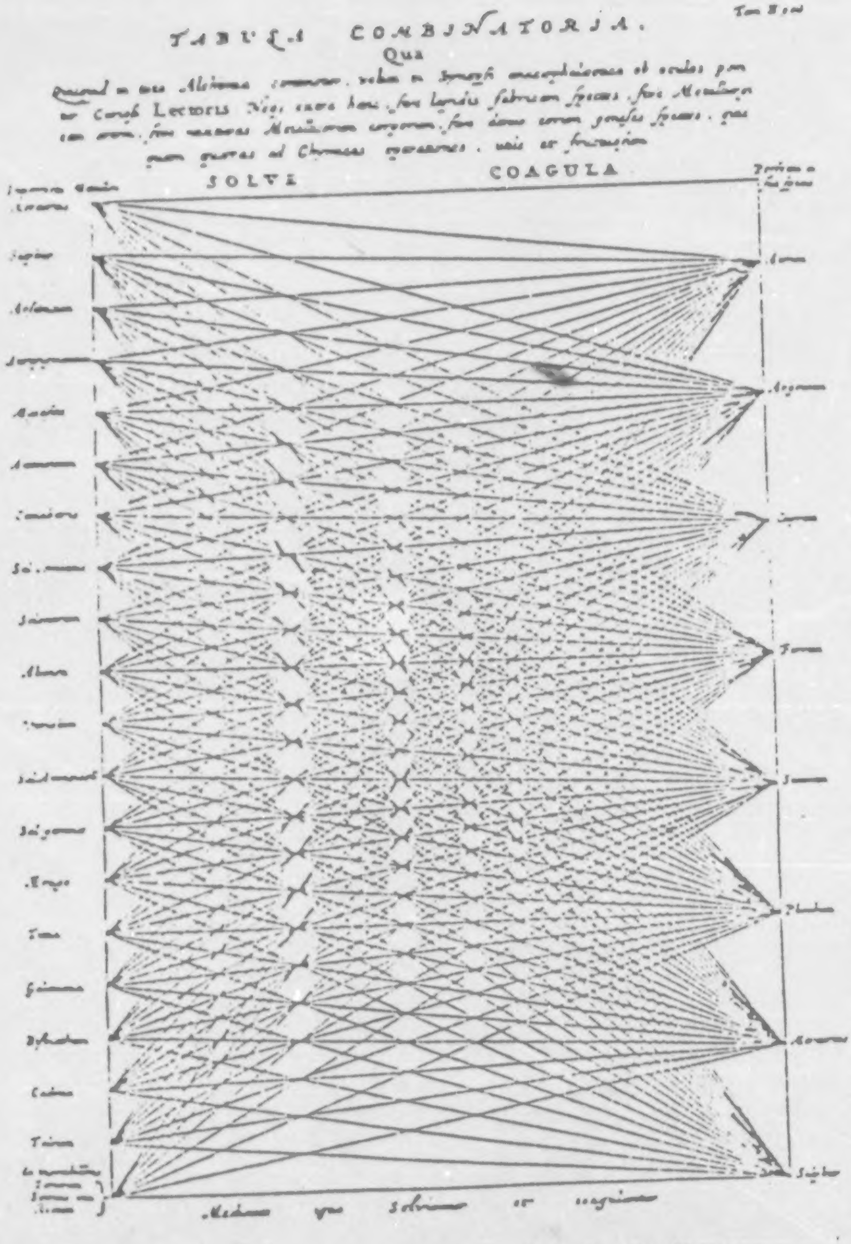
TABULA COMBINATORIA.
Qua
SOLVE
COAGULA

Exhibit 3. Kircher's Example of Morphological Analysis.

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structural differences and/or similarities rather than functional or performance features. In some areas, however, like in structural linguistics, the emphasis has been on the functional aspect, as was seen in the previous section.

The word "morphology" is used in a number of sciences, where it describes the study of the form or structure of the entity of interest (i.e., plants and animals in biology, rocks in geology). The essence of the method is to break a problem down into parts which can to some extent be treated independently, with several solutions or approaches to each part. An overall solution is obtained by taking one of the possible solutions for each part. The total number of overall solutions is equal to the number of combinations possible, taking one solution to each part. For instance, if a problem can be broken down into three parts, such that there are two solutions to the first, three solutions to the second, and four solutions to the third part, then the total number of overall solutions is: 2 X 3 X 4 = 24. The next step is to determine which of these solutions are actually feasible (interactions between potential solutions to individual parts, may rule out certain overall solutions). Once the feasible solutions have been identified, the best overall solution can be chosen. As a corollary of this, the systematic examination of all possible combinations of solutions to individual parts of the problem may bring about the "invention" of new solutions to the whole problem.

To make this more concrete we will look at the following case in marketing:

> "A firm operating in the immensely competitive packaging field is looking for new product ideas. The aim is to identify something new or cheaper thus escaping from the rigours of competition. One dimension of the problem could be the shape of the new pack. Another dimension of the problem could be the contents of the pack. The third dimension could be the materials (or combination thereof) from which the pack could be made. The relationship between these three dimensions can be represented in an accompanying figure. Assuming that these three dimensions fully define the problem, there would then be: 7 X 7 X 9 = 441 cells. Each cell represents an idea. What is important is that this method helps to generate an enormous number of ideas. The next step is to let the imagi-

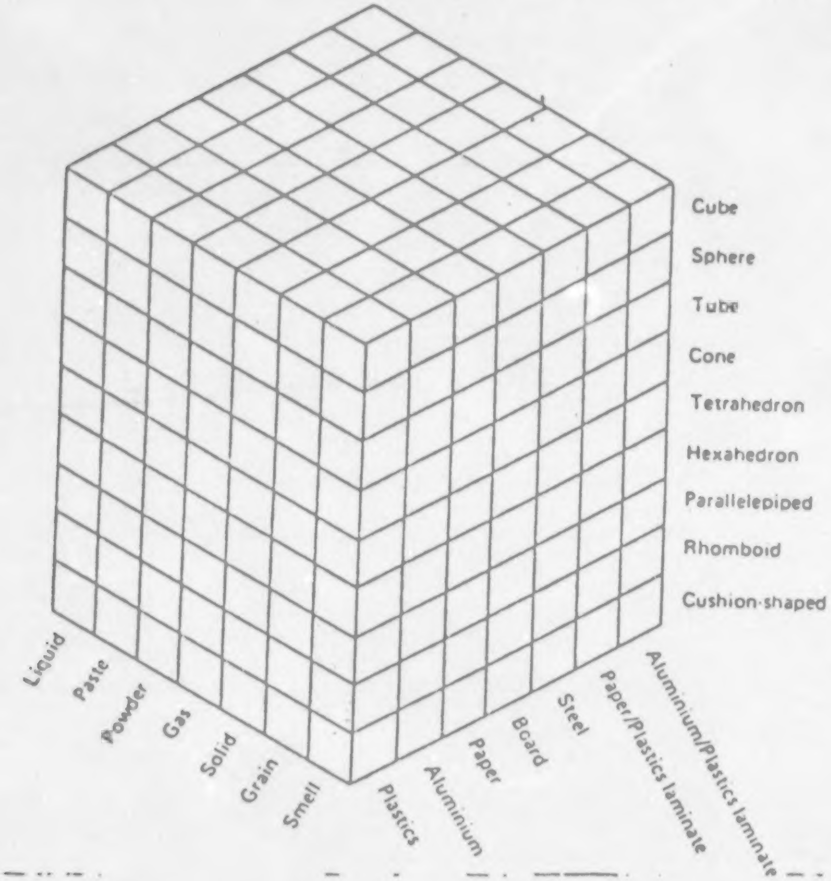
> nation loose on each cell and seek to identify how far it deserves further study and how far it may fulfill the firm's criteria of acceptance within the company's objectives. Our illustration showed three dimensions. The method is of course capable of having more than three dimensions, although, at that point, they could not be represented in a pictorial form. Where four or more dimensions are defined, one has to list all the permutations and these can amount to many thousands"[1] (See the accompanying figure).

The method is, likewise, highly regarded in technological forecasting:

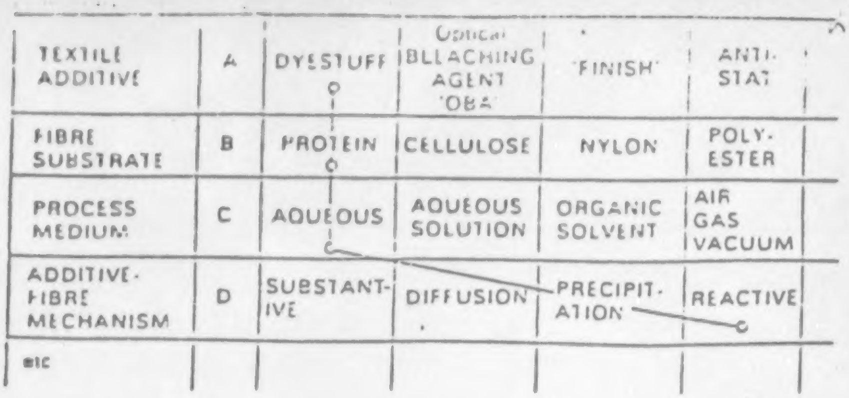
> "Of all the techniques available for forecasting new products or new processes, morphology is probably the most systematic. It consists essentially of a two dimensional checklist known as a morphological matrix. The first vertical ordinate of the matrix is a column of boxes lettered A, B, C, etc. (fig. 6.4). These correspond to the essential stages or parameters of the technology under consideration. Each horizontal ordinate contains boxes numbered 1, 2, 3, etc., these showing alternative methods of achieving these essential stages. Figures 6.4 (Textile wet-processing systems), 6.5 (Laminated products systems) and 6.6 (Clocks) are examples of morphological matrices, the first being for a process and the others for products. The value of such two dimensional checklists lies in the facility they provide for examining all the possible combinations of the alternatives for each stage of the technology. Apart from describing the original process, which would be represented by the combination A1-B2-C3, etc., may: 1) suggest alternative and possible improved means of achieving the original technology; 2) describe closely allied technologies, or 3) suggest new or hitherto unrecognized technologies."[2] (See the accompanying figure).

Now, it may be useful to think of the set of all possible combinations as a multidimensional "morphological map". The configurations which have already been concretely realized and are either in use in some form, or have been discarded, mark out an area of "occupied territory". Research and development is primarily devoted to the systematic and detailed investigation of the known territory on the "map", with the objective of improving upon the performance characteristics of existing devices. On the other hand, a small but significant fraction of the total research effort goes into exploration of the adjacent "terra incognita". It is the latter process which is the subject of our paper. In effect, explorations usually tend to proceed from the known part of the morphological map only into nearby territory. In other words, it is normal and natural to vary the parameters of the initial configuration one at a time, keeping the others constant. In this way a sequence of more or less favorable but similar arrangements is achieved.

Source: Majaro (see Notes), p. 257


Cube
Sphere
Tube
Cone
Tetrahedron
Hexahedron
Parallelepiped
Rhomboid
Cushion-shaped
Liquid
Paste
Powder
Gas
Solid
Grain
Smell
Plastics
Aluminium
Paper
Board
Steel
Paper/Plastics laminate
Aluminium/Plastics laminate

(see Notes), pp. 119, 124-25.



TEXTILE ADDITIVE	A	DYESTUFF	Optical BLEACHING AGENT 'OBA'	'FINISH'	ANTI-STAT
FIBRE SUBSTRATE	B	PROTEIN	CELLULOSE	NYLON	POLY-ESTER
PROCESS MEDIUM	C	AQUEOUS	AQUEOUS SOLUTION	ORGANIC SOLVENT	AIR GAS VACUUM
ADDITIVE-FIBRE MECHANISM	D	SUBSTANT-IVE	DIFFUSION	PRECIPIT-ATION	REACTIVE
etc					

Figure 6.4 Morphological matrix for textile wet processing systems

PROPERTY ALTERN-ATES / KEY LAYERS		CLARITY		STIFFNESS		ADHESIVE		FILLER CONTENT	
		1 Yes	2 No	3 Yes	4 No	5 Yes	6 No	7 Yes	8 No
TOP	A								
MIDDLE	B								
BOTTOM	C								

Figure 6.5 Morphological matrix for laminated products system

ALTERNATES → / KEY PARAMETERS		1	2	3	4	5	6	7	8	9	etc
ENERGY SOURCE	A	MANUAL WINDING	VIBRA-TION	EXPAN-SION WINDING	PRESS-URE FLUCTUA-TION	TEMPER-RATURE FLUCTUA TION	HYDRAUL IC ENERGY	GALVAN IC CELL	LIGHT RAYS	POWER SUPPLY SYSTEM	
ENERGY STORE	B	WEIGHT STORE	SPRING STORE	BIMETALL-IC COIL	PRESS-URE CONTAIN-ER	ELECT-RIC ACCUMU-LATORS	NO STORE				
MOTOR	C	SPRING MOTOR	ELECT-RIC MOTOR	PNEUMAT-IC MOTOR	HYDRAUL-IC MOTOR						
REGULATOR	D	BALANCE WHEEL	TORSION PENDUL-UM ARMATURE	CENTRI-FUGAL GOVERN-OR	INCHING PENDUL-UM	TUNING FORK CONTACT	CONST. MAINS FREQ'CY	ELECT-RIC IMPUL SES			
GEARING	E	PINION DRIVE	CHAIN DRIVE	WORM DRIVE	MAGNET-IC DRIVE						
INDICATOR DEVICE	F	HANDS DIAL PLATE	PLATES AND MARKS	ROLLERS AND WINDOW	SLIDE AND MARKS	TURNING LEAVES					

Figure 6.6 Morphological matrix for clocks (Boesch)

In the case of the teaching of Spanish, most courses revolved around the artistic function. This function was the predominant one or played a great role in the works which constitute the core of the Spanish curriculum beyond the two hundred level. Thus a small contiguous region on the morphological map of possible courses was exploited. Yet all of these had in common an overriding purpose: the preparation of Spanish teachers. By the same token, a vast number of alternative approaches to teaching Spanish courses were largely ignored because they were not contiguous to the explored territory on the map. It is no accident that exploration normally proceeds like an expanding inkblot from one morphological neighborhood to the next, rather than striking out "cross country", as it were. Each time a new configuration becomes realizable in actuality, as a result of exploratory research and development, a technological break-through may be said to have been achieved. Thus a break-through is tantamount to developing new territory. New developments will obviously tend to occur near older ones, essentially by accretion from the borders of the state-of-the-art clusters into adjacent undeveloped regions. But, as for today, we have exhausted the adjacent territory to the occupied region. It is necessary to strike cross-country in the regions of Business and Communication to use Spanish for purposes other than artistic. This is because the orientation in the teaching of Spanish today and the interests of the students revolve around a communicative competence in business life. We can now design a program that is empirically feasible.

II. SPANISH BUSINESS COURSES SUGGESTED BY THE CURRENT WESTERN ILLINOIS UNIVERSITY CATALOG 1980-81

The framework we will use, that is, the clearly defined objective, is to design courses to attain communicative competence for international business. The Catalog is our checklist. By permuting elements of the main three components or parameters, courses from the Departments of Communication, Foreign Languages, and from the College of Business we will be better able to see alternatives and options. The courses of Communication constitute the parameter of the present knowledge on Speech Communication; the courses of Foreign Languages constitute the parameter of language, here of the present knowledge on Spanish language and Hispanic cultures, and the Business courses constitute the parameter of the subject taught. Also, two courses of the Department of Political Science and one course originated in the Department of English and Journalism are included. In the case of the former, the reason for this inclusion is determined by the suggestions of the President's Commission on Foreign Language and International Relations. Elements of two courses dealing with International Relations can be used for our purposes. In the case of the latter, there is a course of analogous aim, Business Writing, which determines its inclusion in our plan. These three courses are included in the parameter of the subject of the course.

COLLEGE OF ARTS AND SCIENCES

Communication Courses:

100	Introduction to Speech and Hearing Sciences
130	Introduction to Human Communication
140	Interpersonal Communication
141	Non-Verbal Communication
215	General Semantics
241	Introduction to Public Speaking
247	Argumentation and Debate
256	Introduction to Persuasion
310	Introduction to Communication Theory
312	Rhetorical Criticism
313	Descriptive Methodology in Interpersonal Communication
341	Problem Solving in Groups
343	Organizational Communication
354	Principles of Rhetoric
409	Communication and Conflict Management
456	Persuasive Campaigns

Foreign Languages Courses:

203	Professional Spanish
323	Spanish Conversation and Composition I
324	Spanish Conversation and Composition II
401	Modern Spanish Syntax
402	Advanced Written Spanish
405	Spanish Civilization and Culture
406	Latin American Civilization
499	Selected Topics in Spanish Language

English and Journalism Course:
382 Business Writing

Political Science Courses:
228 Fundamentals of International Relations
305 International Relations Theories and Approaches

COLLEGE OF BUSINESS

Business Education Courses:
125 Introduction to Business
320 Business Communications
377 Secretarial Procedures

Economics Courses:
100 Introduction to Economics
231 Principles of Economics
470 International Trade

Management Courses:
349 Principles of Management
350 Organizational Behavior
481 Management and Society
444 Comparative Labor Relation Systems

Marketing and Finance Courses:
312 Business Finance
317 International Business
318 Seminar in International Business Problems
327 Principles of Marketing
331 Advertising and Promotional Concepts
333 Consumer Market Behavior
335 Professional Selling
417 International Marketing
431 Advertising Theory and Planning
441 Advertising and Promotion Campaigns

Quantitative and Information Sciences Course:
101 Introduction to Computers

Communicative skills required, elementary business concepts introduced, and foreign practices examined in the international courses have been the criteria for selection of the courses taught in the College of Business. As there may exist another course of interest, it is convenient to leave an empty slot in this parameter of the subject taught for our permutations. We can now present the possible permutations of course elements in the left column, and the suggested new course in the right column. The permutations suggested are not a straight jacket although we have attempted to keep a sequence of courses for an orderly process of learning.

PARAMETERS

NEW COURSES

A. CAS

100 Introduction to Speech and Hearing Sciences

B. FL

203 Professional Spanish

C. BUSINESS

125 Introduction to Business
377 Secretarial Procedures
101 Introduction to Computers
...

280 SPANISH
SECRETARIAL
PROCEDURES

***

A. CAS

130 Introduction to Human Communication
140 Interpersonal Communication
141 Non-Verbal Communication

B. FL

323 Spanish Conversation and Composition I

C. BUSINESS

312 Business Finance
100 Introduction to Economics
231 Principles of Economics
...

380 BUSINESS
SPANISH
CONVERSATION AND
COMPOSITION I

***

A. CAS

215 General Semantics
241 Introduction to Public Speaking
247 Argumentation and Debate

B. FL

324 Spanish Conversation and Composition II

C. BUSINESS

349 Principles of Management
327 Principles of Marketing
...

381 BUSINESS SPANISH CONVERSATION AND COMPOSITION II

***

A. CAS

256 Introduction to Persuasion
310 Introduction to Communication Theory

B. FL

401 Modern Spanish Syntax

C. BUSINESS

350 Organizational Behavior
331 Advertising and Promotional Concepts
...

480 BUSINESS SPANISH SPEECH AND GRAMMAR

***

A. CAS

312 Rhetorical Criticism
354 Principles of Rhetoric

B. FL

402 Advanced Written Spanish

C. 1) BUSINESS

320 Business Communications
...

481 BUSINESS SPANISH WRITING AND GRAMMAR

2) ENGLISH

382 Business Writing

***

A. CAS

313 Descriptive Methodology in Interpersonal Communication
341 Problem Solving in Groups

B. FL

405 Spanish Civilization and Culture

C. 1) BUSINESS

317 International Business
481 Management and Society
...

2) POLITICAL SCIENCE

228 Fundamentals of International Relations

410 HISPANIC-AMERICAN
BUSINESS RELATIONS I

***

A. CAS

343 Organizational Communication
409 Communication and Conflict Management

B. FL

406 Latin American Civilization

C. 1) BUSINESS

417 International Marketing
444 Comparative Labor Relations Systems
470 International Trade
...

2) POLITICAL SCIENCE

305 International Relations Theories and Approaches

411 HISPANIC-AMERICAN
BUSINESS RELATIONS II

***

A. CAS

456 Persuasive Campaigns

B. FL

499 Selected Topics in Spanish Language

C. BUSINESS

318 Seminar in International Business Problems
333 Consumer Market Behavior
335 Professional Selling
431 Advertising Theory and Planning
441 Advertising and Promotion Campaigns
...

489 SELECTED TOPICS IN
BUSINESS SPANISH

***

III. Conclusions and Criteria Satisfied

A. The main purpose of this paper has been accomplished: by combining courses in the current University Undergraduate Catalog eight new courses have been listed. These courses constitute a Business Spanish Program which demands no additional expenditure for its implementation now.

B. The Program may become the nucleus for the teaching preparation of both Spanish and Bilingual/Bicultural students. In this direction, the Program could become a means of retraining for teachers of Spanish at both the state and national levels.

C. Spanish American students, likewise, may take some courses in Spanish as they gradually switch to English in our American universities and colleges.

D. Hispanics in this country could be taught in Spanish the business skills needed to operate successfully in both American and Spanish American environments. The commonality of procedures and concepts will enhance the possibilities of intercultural communication. This Program could become the backbone of an adult or a continuing education track in cities with large concentration of Hispanics.

E. The flexibility of the choice of business and communication topics is paramount. Any school could choose the notions needed by their particular clientele. Since there are eight slots available in the parameter of the subject taught, it is possible to include courses listed in the various catalogs which do not appear in the present Program. The possibility to continue the expansion of the program or to reduce the number of courses, whether to satisfy the requirements of a major or a minor in Business Spanish is open. This flexibility is an outcome of the use of the morphological approach.

F. In many instances it will be more convenient for American students to have taken in advance the business courses in English. The task of learning will be reduced to learn the linguistic structures which carry the same procedures and concepts.

G. As most of the Spanish American business schools pattern their curricula on American schools there are more opportunities open for the exchange and transfer of students between this country and Spanish America. The language and the business institutes may constitute one single unit in Spanish American countries to satisfy the needs of the international business students.

H. There is a wealth of instructional materials written in Spanish dealing with Business and communication matters. As many of the materials were originated in the United States, the task of continuing their development is facilitated.

I. The synergy of communication, language, and business is commensurate with the needs of the students in this era of interdependence across national boundaries.

NOTES

[1] Simon Majaro, *International Marketing—A Strategic Approach to World Markets*, A Halsted Press Book, (New York: John Wiley and Sons, 1977), pp. 256-257.

[2] Harry Jones and Brian C. Twiss, *Forecasting Technology for Planning Decisions*, A Petrocelli Book, (New York: The MacMillan Press Ltd., 1978), p. 119.

[3] Roman Jakobson, "Linguistics and Poetics", *The Structuralists: From Marx to Levi-Strauss*, Eds. Richard T. and Fernande M. De George, Anchor Books, (Garden City, N.Y.: Doubleday and Company, Inc., 1972), pp. 89-95.

[4] Frances M. Aid, "Semantics in Spanish Language Curricula", *Semantics: Theory and Application*, Ed. Clea Rameh, Georgetown University Round Table on Languages and Linguistics 1976, (Washington, D.C.: Georgetown University Press, 1976), p. 209.

The quotation comes from Sandra Savignon, *Communicative competence*: An experiment in foreign-language teaching, (Philadelphia: Center for Curriculum Development, 197[illegible]).

ESSAYS ON THE DEVELOPMENT OF BUSINESS-SPANISH CURRICULA: PROCEEDINGS OF THE EMU CONFERENCE ON SPANISH FOR BILINGUAL CAREERS IN BUSINESS

Part Three

TEXTBOOKS, MATERIALS, AND METHODS FOR TEACHING AND TESTING COMMERCIAL SPANISH

ED224315

TECHNIQUES FOR THE COMMERCIAL-SPANISH CLASS

by

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Techniques for the Commercial-Spanish Class

Business experts project that around the turn of the century about two hundred giant firms--two-thirds of them American in origin--will control more than half of the productive output of private enterprise in the free-world economies. These multanational corporations, owned by citizens of many nations, will sell in every major international market.[1] The global orientation of business will bring vast numbers of persons into international business through sales, services, accounting, production and marketing. As a corollary to the shift from domestic to international enterprises, stress will need to be placed in understanding the language and mores of our international business partners.

Latin America, in particular, will continue to be of primary importance to United States businessmen, offering diverse opportunities for further commercial expansion. In a recent year, two-way trade with that area exceeded 51 billion dollars. Mexico, our third-ranking trade partner, bought fifteen million dollars and sold twelve and a half million worth of goods in the United States.[2]

Today's business-oriented students should know how to deal in a global business environment. Sensitivity to foreign cultures and ability to interact with people cannot be left to trial and error, but rather must be nurtured through preparation and experiences that enrich the students' readiness to function in a supranational setting. In keeping with that objective I developed a Commercial Spanish course which I plan to describe below.

Background

Instruction, limited to Spanish, takes place at two different levels and periods of the day to accommodate the fluent and non-fluent speakers of the language. As prerequisite students have previously completed four semesters of

Spanish on campus or the equivalent. While the nature of the course stresses conveying of information, as opposed to developing aural-oral skills, emphasis continues to be placed on maintaining and improving the speaking skills of the less-advanced group.

Textbook

Textbook selection included one from the 4-6 semester level for the non-fluent and one from the 5 and beyond for the fluent speakers. The table below, based on texts at hand, served in slecting the books.

Insert Table on Textbooks

I estimated the level of the books on the vocabulary, structures and content. The introductory pages along with the topics and their manner of presentation determined the focus.

Course Content

As an icebreaker and warm-up at the beginning of the first few minutes, five students per day present a brief talk on one of their classmates. The information, gathered beforehand in an interview situation, covers questions of this nature: What year are you in school? What are you majoring in? Where do you work? Describe something about your job. What are your hobbies? What do you plan to do after graduation?[3] To pique interest I tell students to jot down or recall the highlights, since at the conclusion of each talk I plan to question them on what they heard.

Our first major unit entails employment correspondence. Initially we study the want ads in national and international newspapers. To glean the most promising occupations in the near future we look at _The Occupational Outlook Handbook_ and list the top ones such as retail/sales workers, secretaries/stenographers,

Table 1 Book Selection

Book	Published	Language of Correspondence	Level	Focus	Exercises
orrespondencia ommercial: Fondo y Forma p. 315	1981	Span. mainly/ Eng.	4-6	Secretarial, Human Relations	Questions, Letter Writing
usiness and Finance orkbook p. 246	1981	Span. mainly/ Eng.	4-6	Conversational, U.S. Hispanic Situations	Situational Dialogs, Questions, Completions, Letter Writing
uaderno de Español ráctico Comercial p. 231	1980	Spanish	5 and beyond	Secretarial, Basic Marketing and Financing Points	Questions, Letter Writing
usiness Letter Handbook p. 195	1973	Span./Eng.	4 and beyond	Secretarial, Social to Business Letters	None
orrespondencia Comercial p. 223	1969	Spanish	5 and beyond	Secretarial, Social to Business Letters	Questions, Letter Writing
spañol Comercial p. 410	1981	Spanish	5 and beyond	Basic Business Topics: Management Financing, Marketing; Journal Articles; Business Correspondence	Questions, Letter Writing, Vocabulary Matching Exercises

system/computer analysts, accountants, health/care specialists and human resources personnel. Many of the occupations listed reflect the transformation taking place in the United States--from an economy driven by manufacturing, mining and farming to one in which services play a vital role. We note that services are a growing force in world trade, accounting for 20 percent of all world trade. For example, last year the United States exported services, ranging from advertising to insurance to health care, that exceeded $60 billion.[4] Consequently we project how knowing Spanish would be a sizeable assest in procuring the listed positions, recalling that next to Chinese and English, Spanish is the language most spoken in the world and that in many areas of our country it forms part and parcel of the community.

Students are then asked to consider their own career plans and the realities of the job market in order to write their own want ad and answer it with the appropriate letter. To pinpoint their assets, students could conduct a self-analysis of their skills beforehand. The teacher distributes handouts with about 100 infinitives ranging from a to z. On the first reading students place a check mark beside the verb expressing something they can do, on the second reading they add another check for those expressing what they can do well and on the third time they circle the verbs indicating activities they particularly enjoy doing. Afterwards, students pick those verbs marked three times and explain how they would use that verb (skill) with people and things; for example:

skill verb: write
possible skill phrases: writing letters, reports, greeting cards...[5]

The most relevant skills then form part of the cover letter.

We also screen traditional and current commercial texts for sample letters. The newer tooks with emphasis on brevity may not provide sufficient model sentences to present the applicant in the most favorable manner, when compared with the models in the older, more wordy books.

Afterwards we study resumes for organization and content. We note guidelines for writing the resumes such as placing your name on the top center of the page in order to catch the employer's attention immediately. Other recommendations include writing your objective (if requested), experience, education and awards, respectively.[6] Moreover, the resumes are kept to one page, avoiding the passive voice and the personal pronoun _I_. It would be advisable at this time to invite a personnel director affiliated with an international company, to talk to the students on the current job market and on the procedures and etiquette to follow when applying for a position. Invariably, the personnel director underlines the importance of carefully composed resumes and cover letters, lamenting that many college graduates have little experience in these procedures. Further contacts with local industries may prove advantageous. I recently visited a plant that had just landed a large contract with Mexico. I was received most graciously by several of the executives and was encouraged by their strong interest in interviewing our Business/Spanish majors.

Another activity, carried out throughout the semester, entails maintaining and improving the oral--skills of the non-fluent speakers. Usually these students practice one lengthy dialog per week on such topics as selling/buying, banking, importing/exporting and computers. The dialogs in _Business and Finance Workbook_, together with its situational exercises that review important expressions, appeal to the students at this period in their training.

The bulk of the course for both groups centers on translating and writing business correspondence. Students translate letters of varying difficulty from language to language, though we emphasize recasting Spanish letters into standard, unstilted English. This follows the apparent trend of businesses and service organizations to write in their native language, placing the responsibility of translation on the recipient. The advantages are that this practice reduces serious misunderstandings and awkward phrasing.[7] However, one wonders how much goodwill and business might be generated if appropriate letters were written in the client's own language.

As a prelude to our extended work on business correspondence we review the layout and punctuation of letters. We then practice translating common phraseology found in the introduction, body and conclusion of the letters. The first six topics below comprise the mainstay of the letter-writing activities:

1. circulars, sales promotion
2. requests for information, catalogs
3. placement and shipment of orders
4. credit, payment
    a. prices and terms
    b. letters of credit
    c. drafts
    d. goods on consignment
5. documentation
    a. invoices
    b. bills of lading
    c. consular forms
6. claims and adjustments
7. cables, telexes
8. travel, trip announcements

Translation exercises focus on individual words, idioms and punctuation. After studying a section on accents and punctuation, students were to add the proper punctuation to the following edited circular and then translate the underlined portions.[8] Finally they wrote their own circular.

Insert circular here

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4 de mayo de 19__

1 Estimado cliente

2 Ya tenemos a la venta las nuevas maquinas de escribir electronicas de la IBM

Muchas veces 3 su mecanografo 4 tiene que volver a escribir una carta 5 para añadir 6 suprimir o modificar 7 un parrafo pero ahora con una nueva 8 maquina de escribir electronica IBM usted puede modificar sus cartas sin multiplicar el trabajo de su mecanografo

9 Usted debe visitar nuestro 10 salon de exhibicion y ventas Hay que ver como 12 funcionan estas maquinas 13 para comprender 14 todas sus ventajas 15 Lo esperamos

16 Atentamente

Alvarez Perez y 17 Cia
18 Equipos de Oficina

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________
13. ______________________________
14. ______________________________
15. ______________________________
16. ______________________________
17. ______________________________
18. ______________________________

Frequent questions raised regarding the correct use and omission of written accents include: the subjunctive forms of *dar*, *dé déle*, *des*, *den*; the past participle of -*eer*, -*aer* and -*uir* verbs, *leído*, *caído*, *destruido*;[9] words with primary (1) and secondary (2) stress, $\underset{1}{\text{reúne}}$, $\underset{2\ \ 1}{\text{reunió}}$, $\underset{1\ \ \ 2}{\text{fácilmente}}$; and the adverbs *aún* (still, yet), *aun* (even) and the conjunction *aun cuando* (although).

Another point of contention involves citing the titles of books, magazines and pamphlets. The *Real Academia Española* includes these in italics; however, correspondents waver between capitalizing and underlining all the letters. *Correspondencia Comercial*: *Fondo y Forma* recommends both practices, yet prefers to underline as does *Cuaderno de español práctico comercial*.[10]

Interspersed with the letter writing is an ongoing review of troublesome structures. With the less-advanced students the subjunctive receives special attention and practice, and comparison between normative and commercial use of this mode are made; for example in business letters we note the omission of the conjunction *que* Ø : *Les ruego Ø me concedan*, *Esperamos Ø se sirvan dar* and the often cited *Sírvase* + infinitive to indicate 'Please be so kind as to'. We also observe the tendency to substitute the subjunctive with an infinitive when the main verb is one of causation (e.g. *suplicar*, *mandar*, *permitir* and *prohibir*) as in *Les suplicamos informarnos* (We request you inform us).

Elsewhere we screen correspondence for questionable use of the present progressive, modeled from English, as in *Le estamos incluyendo una colección* (We are including a collection for you.). Verbs depicting completed or perfective events, e.g., *incluir*, *enviar* and *devolver*, have been criticized in Spanish grammar when employed with durative (progressive) meaning.[11] These verbs should be phrased in the non-progressive (e.g., *Le incluimos*...).

In addition we scrutinize two other problem areas for students. One entails the meanings and functions of the pronoun *se*, and the other deals with the proper use of prepositions; for example: *llegar en casa/llegar a casa; *consistir de/consistir en, and the contrasts between por and para. Other grammatical points considered include current use of ser/estar as in Soy graduado de in place of Me gradué en and in the preference of Soy casado instead of Estoy casado Moreover, we take note that verbs normally accompanied by a redundant indirect object pronoun in standard Spanish (e.g. dar, ofrecer, enformar and others) often appear without this pronoun in the more eleptical business letter: (Les) Damos a Uds. las gracias.

Overall, in letter writing we stress that good writing does not require extensive sentence variety. The majority of the sentences would probably follow the sequence subject + verb + object with a smaller number opening with an adverbial phrase which provides the reader with a transition between thoughts. Moreover, we try to develop the you-attitude. Technically, this means more you's than I's in the letter, but more importantly it means seeing things from the reader's point of view. The objective should be to create goodwill and future business.[12]

A prominent unit in the course consists of preparing promotional literature and advertising in the target language, which next to translating is the skill most in demand.[13] At first students examine advertisements in newspapers and magazines from several Spanish-speaking countries. We study the situations and people depicted and conjecture about the emotive response the advertisement tries to evoke, be it one dealing with family, status, romance, health, appetite and so forth.

For students wishing to explore emotive techniques further, we recommend A.H. Maslow's "A Theory of Human Motivation." Maslow contended that man's needs can be arranged in a hierarchy of relative importance. As soon as the lower needs are filled (food, shelter, comfort and sex) other higher needs emerge (safety, social interaction, esteem and self actualization) to dominate the individual. The hierarchy may serve to interpret the promotional pitch of the advertisement.[14]

Furthermore, students examine the language of the advertisement from different perspectives, namely for formal/informal verb use and for different terms applied to objects across the Hispanic world; for example 'dishwasher' el lavaplatos eléctrico in Latin America is el lavavajillas in Spain. We look for gaffes such as the one Parker Pen committed in a less-than-accurate translation, promising the South American buyer that the new ink in the pen would prevent unwanted pregnancies.[15] We also note the number of adjectives and their placement along with samples of rhyming and alliteration as in La crema dental colgate, el mal aliento combate or ...Calisay, un sabor para vivirlo, where labial and liquid consonants predominate.[16]

Before students begin composing their advertisement, I read a few excerpts to them from International Business Blunders. The authors state that in international business, marketing blunders far surpass those of management. The most common cause for error centers on the lack of sufficient product adaptation to suit local characteristics. Thus, Campbell soup found its overseas sales stymied at first because it failed to advertise to the average consumer how to prepare condensed soup. People accustomed to the competitor's larger can could not justify the cost for Campbell's smaller can.[17]

As students prepare their advertisement they are to keep these questions in mind: Is the item intended primarily for a segment of the population? Would the item sell better in a particular time of year? Would it need adaptation for local taste and mores? Does the average physique of the population need to be considered? Would the size of the item easily fit in the home or business? How much domestic and foreign competition would the item encounter? Would it face stiff tariffs? How would it be packaged and distributed? What price would be charged overseas? Partial answers to these questions can be gleaned from U.S.

Department of Commerce publications, e.g., World Trade Outlook for 64 Countries and Market Profiles for Latin America. Once completed, students present their advertisement to class for critique and recommendations.

Throughout the semester we include cultural readings that reflect human behaviors and values of Latin America. We found the succinct chapter "Aspectos Económicos de Hispanoamérica" in Civilización y Cultura to be very informative.[18] The authors trace the basic economic history of Latin America from the colonial period to the present-day era with the continuous problems of absentee landowners, land reforms and domestic/foreign investments. We expand the reading to a written assignment for the less advanced students, whereby they complete a précis from dehydrated or slashed sentences provided; for example:

1. Al principio/ los españoles/ desarrollar. . .
2. También/ (ellos) estimular/ el cultivo de. . .
3. Las tres teorías económicas/ ser. . .

Another pertinent cultural reading, though intended for beginning students, is "El Golpe Militar" in Panorama de las Américas. The article provides the springboard for discussing the overwhelming power, that with few exceptions, the military wields in Latin America.

As a timely reference on cultural contrasts, the instructor may want to interject Edward T. Hall's notion of high and low context cultures. Low context cultures, for example the U.S.A. and Northern Europe, emphasize quickness in negotiating, competitive bidding and written proof. Conversely, high context cultures, e.g. Latin America, Japan and the Middle East, stress lengthy negotiations allowing the parties to get to know each other. Competitive bidding is not as common and an individual's word is his bond.[19]

Articles from business sections of magazines such as Visión provide numerous cultural insights. Initially, I distribute copies of the article with a list of passive and active vocabularies. The latter is to be learned for speaking and writing purposes, e.g., translation exercises; the former for reading recognition as in a matching or multiple-choice test. On the same sheet with the vocabularies I insert a series of short-answer questions over the major points of the text. Subsequently I assign future articles to groups or individuals to prepare in the same fashion. These items then form part of future quizzes and examinations. A sample of active vocabulary follows:

1. Indice de Precios al Consumidor = Consumer Price Index
2. Indice de Precios al Mayor = Wholesale Price Index
3. el poder adquisitivo = purchasing power
4. el consorcio = consortium
5. la filial = affiliate
6. la balanza de pagos = balance of payments
7. los ingresos de divisas = foreign income (currency)
8. Producto Nacional Bruto = Gross National Product
9. respaldar = to back
10. la encuesta = the survey

For vocabulary suited more for conversation I assign sections such as "the bank," "the budget" and "the stockbroker" from Sedwick's Conversation in Spanish or Spanish for Careers. Both texts, also available in French and German, easily lend themselves for oral practice at the intermediate level by means of appropriate drawings that complement the lessons.

The advanced students besides reading and preparing more sophisticated periodical articles, also study the textbook selected for their level. It covers a variety of topics from management principles to marketing and accounting with subsequent sections on different letter-writing themes. Journal articles on the previously mentioned areas, written by professionals from both sides of the Atlantic, accompany the chapters. The topics serve for discussion, providing the business majors the opportunity to amplify and explain further the book's content. As a reference I found the text Management and Performance to be a fitting and comprehensive source of information. The authors treat the content from an international perspective rather than from an exclusively domestic view.

In lieu of the two cultural readings previously mentioned, the native speakers early in the semester engage in the preparation of their research paper in Spanish. At the outset they choose the country they propose to investigate and submit an outline covering the topics they plan to investigate, together with at least three note cards summarizing three sources they have consulted already. The outlines generally include these headings: recent history, government, economic affairs, transportation and communication, currency and future projections. As a model they have access to a term paper on a Latin American country, written in English, for an economics class. I recommend they consult sources such as The Europa Year Book, The Area Handbook (for the country), The Stateman's Year Book, Business Week, The Wall Street Journal and other periodicals. In addition I have them speak or write to friends, relatives and chambers of commerce from overseas.

Three weeks prior to the end of the semester students submit a completed rough draft to me to look over for language and content. They then have a week to polish and type the paper. On the days of the report, the speaker distributes ten questions which classmates should answer as the speaker progresses through the report. These questions, edited later, become part of the final examination.

In retrospect, a successful commercial Spanish course demands an interlacing of different content areas: language, culture, business, technical writing to name a few. The interdisciplinary approach, enhanced with suggestions and participation from colleagues, provides the students with more relevant information. Moreover, as we, instructors, seek out our local business-agricultural communities, trade councils and chambers of commerce--the better prepared we will be to revise our curriculum to meet the growing demands for graduates proficient in international trade. American business, versed in foreign languages and international marketing, can readily increase its total sales and profits through exports. The watchword, however, in today's world market is that the most useful language may not necessarily be English, but rather the language of our clients.[17]

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NOTES

[1] W. Rudelius, W. B. Erickson & W. J. Bakula, Jr., An Introduction to Contemporary Business (New York: Harcourt Brace Jovanovich, 1976), p. 534.

[2] U.S. Department of Commerce, World Trade Outlook for 64 Countries, OBR 81-24, Sept. 1981), pp. 19-20.

[3] S.A. Eggland, J.W. Williams & N.I. Moises, Relaciones Humanas en los Negocios (Cincinnati: South-Western Publishing, 1979), pp. 9-10.

[4] James D. Robinson III, "Reforms Geared to Service-dominated Economy Urged," The Evansville Press, Feb. 24, 1982, p. 31.

[5] The Association of Junior Leagues, Inc., Volunteer Career Development (Chicago: Olympic Learning, 1977), pp. 12-4.

[6] K.M. Jones, Evaluation of the Resume, mimeo Indiana State University Evansville, 1980.

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INSTRUCTIONAL RESOURCES AND MATERIALS FOR BUSINESS-SPANISH COURSES

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Instructional Resources and Materials for Business Spanish Courses

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Since the late 1950's there has been a growing global awareness of the importance of the study of foreign languages and cultural differences for a variety of purposes as well as the need for bilingual and even multilingual personnel trained in highly specialized and technical fields. Many nations have come to realize that linguistic and nonlinguistic communication are the keys to forging positive political and amicable relations between peoples of different cultures and that bilingual-bicultural technicians of all types are crucial for bringing about desired economic and social changes and development. Indeed, in 1975, in Helsinki, 35 countries of various political persuasions, in their plea for international cooperation to prevent nuclear armageddon, cited the study of foreign languages and cultures as one of the principal ways of achieving this end and emphasized the need to make this cultural-linguistic requisite known among nations. The consensus was that if the peoples of the world, particularly officials, technicians and business people, were conversant in other languages and knowledgeable of the related cultures, they would be less inclined to resort to force and more disposed to cooperate in an atmosphere of peace. They would also have a better understanding of the problems which have persistently beset the world and would be in a more favorable position to find the appropriate solutions to them.[1] One of the very first countries to bring an awareness of the importance of foreign language and international studies to its citizenry was the United States.

Shortly after the Helsinki meeting, the U.S. government, seeking to underscore the need for language and cultural studies, announced that it would survey its own situation vis-a-vis these two areas and make its findings public. In 1978, to be sure, under President Carter, a panel of prominent educators, legislators, and businessmen were appointed and were charged with undertaking the task. After a year of intensive research and inquiry, the President's Commission on Foreign Languages and International Studies, as the panel came to be known, submitted its report to the President and subsequently issued its findings. The news was both shocking and sobering. According to the Commission not only was there a definite lack of government, military, and highly specialized technical personnel in the United States who were fluent in a language other than English, but foreign language and international studies were on the wane at all educational institutions and levels. Key administrative posts closely related to international affairs were being held by staff who could not speak a foreign language, and critical military and government assignments abroad were given to those who were generally unfamiliar with the customs and traditions as well as the language of the host country. Educationally, only one public high school student out of twenty, as the panel goes on to say, was studying French, German or Russian, and only eight percent of American colleges and universities required a foreign language with thirty-four percent in 1966.[2] This latter situation is most certainly different than that of Europe or Japan where almost any student who aspires to a college education and a professional career must speak or study a second language.[3]

This lack of bilingual Americans, particularly of those involved in or entering the business world, on the other hand, takes on greater importance and significance when it is considered in light of certain U.S. economic statistics and indicators. In 1977, for example, some 3800 U.S. firms had branches abroad, resulting in an annual overseas production estimated at $500 billion and a long-term private investment approaching $150 billion, while both import and export trade between the United States and its foreign partners was valued at nearly $270 billion.[4] The first figure represented about one third of all U.S. domestic production during the same year, while the second and third together constituted about one quarter of all trade and transactions conducted nationally. What is more, as subsequent statistics have indicated, the aforementioned external U.S. overseas figures are increasing at a faster rate than the internal or domestic figures. In general, these numbers and the ensuing increases represent a very active involvement by the United States in the international sector as well as a growing financial potential of American business abroad, all of which may portend well for the U.S. economy and for those enterprises involved in international trade. In human terms, they signify not only the presence of U.S. personnel already involved in this area but also the influx of many more men and women who are trained or experienced in the various fields which comprise this commercial sector. More importantly, however, they reflect the need for additional people, business as well as technical and governmental, who are fluent in other languages and have an understanding and appreciation of the related cultures and who can interface successfully with either foreign nationals or governments. Personnel with these special capabilities, in most cases, will perform their duties more effectively than those who do not possess them and will promote, at the same time, good interpersonal and international relations. To be sure, the lack of such professionals has been and continues to be, one of the main reasons for the deterioration in U.S. internal and external relations with foreign or non-English speaking nationals. It has also been and still is an area of concern still unaddressed by educators, those ultimately charged with seeing that its solution, providing personnel with the requisite language and cultural expertise, be implemented. The greatest stumbling blocks to the latter solution: the need for highly-trained and specialized teaching personnel, as well as the selection of the appropriate and complementing program and materials needed to ensure overall instructional effectiveness.

This article, presented originally at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business, March 1982, will concern itself with the latter areas, that is, the appropriate program and materials needed in Business Spanish courses. Specifically, it will undertake to do the following: 1) describe the type of program that needs to be set up, 2) outline a possible curriculum design for such courses, 3) identify and discuss the kinds of materials that can be used in these classes, 4) cite and describe some of the items currently available, and explain, briefly, for what purposes and in what ways they are to be taught, 5) provide bibliographies of written and audio-visual resources, indicating from which publishers and distributors they may be obtained, and 6) it will refer to materials used by the author in Business Spanish courses taught at various institutions. From the reading of this article present and prospective teachers will, hopefully, be able to organize and develop their own programs as well as select those materials which will be useful in instructing their students.

Before any mention of instructional resources for Business Spanish courses can be made, the type of program to be established must be ascertained. The teacher or teachers charged with setting up the course of instruction must determine, among other things, the goals, content, and structure of the program, and they must decide what instructional format and evaluatory systems are to be used. They must also identify the clientele to be served and their general and specific needs, and they must come to grips with the problem of instructional level and entry requirements. To merely say that these courses must be Business courses in Spanish without any thought for the aforementioned considerations is not only insufficient but also misleading. Such a statement could mean that any course of study would be acceptable, so long as it dealt with business and was conducted in Spanish, and that the instructor would not have to concern himself or herself with the design of the program provided he or she knew something about the subject. This is most certainly not the case. To organize and develop the appropriate program of Business Spanish, requires a great deal of forethought and painstaking effort and is no small undertaking. Essentially it consists of identifying the students and needs to be satisfied, defining the program objectives and subject areas and matter to be covered and selecting the format and approaches to be used, as well as determining the level, entry requirements and evaluatory procedures of the courses to be instituted. This information, in turn, depends on the personal, academic and professional data compiled from carefully prepared student questionnaires and profiles in addition to the facts uncovered from equally meticulously conducted research into the essence and demands of international business in a Spanish-speaking framework. Without going into detail as to how this process is realized, the particulars of which could provide the basis for other articles, suffice it to say that the data obtained from surveys and research undertaken, as yet unpublished, at two major state universities reveal several interesting facts about the type of Business Spanish program that generally needs to be set up.[5]

First, with regard to content, the findings indicate that the courses proposed under this rubric should consist of several well-integrated components and should reflect the linguistic, cultural, practical needs and concerns of Spanish-speaking business world. More specifically, they should 1) include a section on the terminology of international commerce so that students can familiarize themselves with the most common terms and utilize them for communicative purposes when needed, 2) dedicate a segment to the discussion of the various areas and aspects of commerce-management, finance, production, personnel, marketing, advertising, sales, etc.--that will permit the students to apply and practice the words learned as well as gain an insight into the concepts, features and workings of each area, 3) incorporate pertinent readings from specialized texts or journals that will treat not only these subjects but also the past and present geographic, economic, political, social and legal realities of Spain and Spanish America so that students will gain a broader knowledge of both business and life in these countries, 4) devote several units to the types of documents and letters frequently used in business transactions and communications to give the learner both reading and writing practice in each, 5) provide a series of oral and written translation activities from English into Spanish and vice versa, to help students acquire a skill sorely needed in the international sector, 6) simulations of social and business situations found in Spanish-speaking countries so that present and future professionals can interface more effectively with foreign nationals, 7) furnish a review of those grammar items which often appear in conversation or writing and are misused by the learner, 8) integrate a program of most small "c" culture (attitudes, values, customs, life-styles, etc.) and business practices to sensitize and make students aware of cultural differences, and 9) they should develop a component on travel and living in Spanish-speaking countries for those temporarily on assignment abroad.

Secondly, it was noted that all language abilities should be emphasized, but, as the findings of both the surveys and research suggest, in varying degrees. Greatest priority should be given to speaking and listening, as both students and professionals concur that these are the most widely used and urgently needed skills, while reading and writing should be assigned a secondary role. Grammar and syntax, on the other hand, should only be stressed to the degree that they improve the other skills, and pronunciation and vocabulary acquisition exercises should be confined to the sounds and terms either mispronounced, misused or unfamiliar to the students. Moreover, some time, according to these findings, should be dedicated to oral and written translation as this skill is commonly utilized in many business or social situations, particularly in the public relations, marketing, sales, and legal areas.

Thirdly, it was ascertained, based on the aforementioned ranking of language skills as well as the needs of both students and business people, that the approach most appropriate for Business Spanish courses would be the audio-lingual approach. This method would address the primary objective of the program and its clientele, communicative proficiency for business and social contexts, and would furnish the type of instruction necessary to achieve this goal. It would provide such structured exercises as dictation, aural comprehension, oral drills, role-playing and guided discussion or interviewing, to improve learner listening and speaking skills, and it would employ more spontaneous activities including general discussions of commercial topics or problems and impromptu conversations with either native informants or business people who have lived or worked in Spain or Spanish America. It would also incorporate, or course, many of the terms and concepts found in the Spanish-speaking business world as well as stress the linguistic and cultural idiosyncracies of the latter's peoples. What is more, the audio-lingual approach would also serve as the core instructional method with which other learning systems (lecturing, reading comprehension exercises, report and letter writing, translation, etc.) could be integrated.

Lastly, given the difficulty and complexity of the subject matter, as well as the minimal stress placed on grammar, it was determined that Business Spanish courses should be offered during the third year of sequenced language instruction. At this level, the student would have a basic knowledge of Spanish and business gained from required courses and would be able to function reasonably well in such classes. They would also have the wherewithal to benefit more from their learning experience. This information together with the facts previously mentioned, in short, clearly indicate the objectives, content, approach, and level of the courses to be designed. More importantly, however, they set parameters for determining what materials are to be selected and used.

Basically, the instructional resources needed for Business Spanish courses should reflect the language and cultural objectives of the program as well as its business content. They should focus on promoting aural-oral competency and, to a lesser extent, reading, writing, and translation skills, and they should emphasize the cultural and business idiosyncracies of the Spanish-speaking world. Specifically, in the aural-oral area, they should provide such activities as dictations, aural comprehensions, dialogue recitation and completion exercises, oral drills to improve both pronunciation and correctness of language, interviewing, situational role-playing and problem-solving, and formal and informal discussions and oral presentations. With regard to reading, writing and translation skills, the materials chosen should include exercises or activities in reading comprehension, précis, report and letter writing, grammar, as needed, and oral and written translations. As for the cultural and business aspects of the program, the items picked should meet learner and professional needs as well as treat related areas of concern. Culturally, they should emphasize the values, attitudes, beliefs, customs, and life-styles of the peoples of Spain and Spanish America, indicating similarities and differences between the latter and the U.S., and they should concentrate on subjects, such as geography, economics, politics, history and law. Business-wise, they should incorporate the relevant terminology, concepts, and documentation as well as the practices peculiar to the Spanish-speaking countries, and they should address a variety of areas from production and management to finance, accounting, marketing and sales. They should also deal with the increasingly important field of computers. Such materials would not only help bring about communicative proficiency and cultural sensitivity among business people but would eventually lead to improved interpersonal and commercial relations.

In view of these criteria, the types of materials that might be used in Business Spanish courses could run the gamut. They could range from the written and spoken word to the visual and human elements. They could be general language texts which contain grammar and other exercises to improve language proficiency or specialized dictionaries or books which provide lists or explanations of business terms or concepts. They could be articles from technical journals concerning the efficacy of applying certain U.S. managerial techniques to a Spanish corporation or they could be samples of bills of laden, advertisements or commercial letters of credit used to practice written documentation and correspondence. They could also be films or slides showing the modern economic development of Mexico, Peru or Chile, or tapes of conversations commonly carried on in banking or retail situations. They could even be lectures on the experiences of business people who have lived or worked in a Spanish-speaking country or they could consist of personally-made materials (dittos, transparencies, etc.) on a wide variety of topics. Indeed, they could be almost any type of instructional resource so long as they satisfied the aforementioned criteria. To assist the instructor in identifying and selecting materials which are most appropriate for Business Spanish courses, however, it would be helpful to know what are some of the items currently available, where they can be obtained, and how they can be used.

With regard to published materials there are currently many on the market for Business Spanish courses. Some of them are in Spanish, some in English but related to an aspect of culture or business in the Spanish-speaking world, and some are bilingual, that is, they are in both Spanish and English. The most popular of these items is the commercial dictionary. It abounds by the tens of thousands and it has several formats and uses. It can either be a compilation of the most commonly used words in business situations such as Guillermo Varela Colmeiro's _Diccionario comercial y económico moderno, inglés y español_ (Madrid: Ediciones Interciencia, 1964) or it can be a compendium of specialized terms for fields such as marketing, accounting, and finance like José Codera Martin's _Diccionario de derecho_ mercantil (New York: French and Spanish Book Co., 1979). It can also be a glossary of definitions of specific terminology similar to Andres S. Suarez's _Diccionario económico de la empresa_ (Madrid: Ediciones Pirámide, 1979) or a list of expressions or phrases common to business contexts, such as Ivan de Renty's _El mundo de los negocios_. _Léxico inglés-español, español-inglés_ (Madrid: Sociedad General Española de Librería, 1977). For the most part, they

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serve as lexical reference guides but also can be used to prepare vocabulary lists for a variety of areas, such as banking, advertising, etc. As far as bibliographies on the subject are concerned, one of the most recent is Emanuel Mohlo's The Dictionary Catalogue (New York: Spanish and French Book Corporation, 1977). Apart from other titles, it gives the names of Spanish and bilingual commercial dictionaries as well as indicates the areas they cover.

Also listed in this catalogue are manuals or books of business correspondence in Spanish. Numbering in the hundreds they vary in scope and approach. Some are brief compilations of the principle commercial letters or documents but do not provide any instructional suggestions or directions as to the writing of such correspondence. Others like P. Mandorine's Redacte mejor comercialmente and Luis and Antolín González-del-Valle's Correspondencia fondo y forma are more extensive works on the subject and contain many useful hints as to how such letters and documents are prepared and what are some of the problems found in composing them. Still others, including J. Harvard's Bilingual Guide to Business and Professional Correspondence. Spanish-English/English-Spanish, are bilingual compilations and, in many instances, include letters of a social nature. Generally, as can be expected, all are used to familiarize students with the types, forms and contents of business correspondence as well as to serve as the basis for teaching them composition. In addition to those listed in Molho's catalogue several of the more commonly used texts including those just mentioned are cited in the general bibliography (Appendix A) which follows this article.

With respect to general textbooks covering the language and commercial aspects of Business Spanish courses, only several are currently in print.

Like those treating correspondence they offer different content and have different approaches. The Business and Finance Workbook by Jarvis, Lebredo, and Planells, which forms part of a larger set of language texts, for example, presents, as the authors state, "the specific Spanish vocabulary and situations, needed by people who work in the business field or are planning to pursue a business career."[6] Essentially audio-lingual in approach (a tape program accompanies the text), it contains dialogues, vocabulary and a variety of exercises (dialogue completion, question and answer, grammar) which can be done orally or in writing, and contains guided and more spontaneous role-playing exercises of the situations typically found in the Spanish-speaking business world. It also provides practice in commercial correspondence and translation and includes several crossword puzzles, a Spanish glossary of business terms and a Spanish-English/English-Spanish vocabulary. The Español Comercial text by Nelly Santos, on the other hand, puts greater emphasis on reading and writing skills and treats the more salient areas of international commerce. The main focus here is to furnish the prospective and student with the requisite knowledge of various business fields as well as to incorporate the technical vocabulary, dialogues, and models of letters used in commercial contexts. It is divided into two parts. The first half, comprising twelve lessons, presents vocabulary, dialogues and readings related to the principle fields of business (management, banking and finance, accounting, marketing, etc.) while the second half, with an equal number of chapters, provides samples of the letters and commercial documents utilized for each of the fields mentioned in the first part. Like the Jarvis text it includes written and oral exercises but lacks certain lexical explanations or translations despite two Spanish-English/English-Spanish glossaries.[7] Another manual Cuaderno de español práctico comercial by Paul Rivers, which was one of the first of the current texts to be published, is more informational than instructional in orientation and is designed "to furnish those students who are familiar with the basic grammatical principles of Spanish with the fundamentals of practical commercial Spanish correspondence and, in addition, with special information on such fields as advertising, foreign trade, transportation, and money, banking, and finance."[8] In addition to chapters dedicated to explaining various business terms and concepts, it has a somewhat dated but useful bibliography as well as sections on weights and measures, general grammar, pronunciation and vocabulary. Like the Jarvis and Santo's books it is recommended for the intermediate level. Other texts, including those of a more technical or grammatical nature, too numerous to list or discuss here, are also in print and available from publishers, particularly the Southwestern Publishing Company, which has several annotated catalogues, and several are cited in the aforementioned bibliography at the end of this article.

In the way of cultural texts there are seemingly very few that are particularly well-suited to Business Spanish courses. This is due to the fact that a majority of such books do not meet the cultural needs of the commercial world nor the concerns of its personnel, and they do not address the appropriate business-related subject matter. They usually do not provide information pertaining to the beliefs, values, attitudes, customs, and lifestyles of Spanish-speaking peoples, an integral part of effective communication, nor do they treat business practices or customs, such as bargaining and palanca ('influence'), an understanding of which is so important to successful commercial relations. The books that do exist and deal with these subjects are mostly general readers or they are resource books which supply activities which can be readily used in the classroom. One such book is Encuentros culturales (Cross-cultural mini-dramas) by Barbara Snyder. Published by the National Textbook Company, its purpose is to give students an understanding and appreciation of cultural differences as well as to help them deal with conflicts arising from the latter. It consists of fifty-three units. In each one a mini-drama is presented in which an American and a Spanish speaker, who are conversing, have a misunderstanding regarding a certain custom, attitude or set of beliefs or values. To discover the reason for this difference of views a question is posed to which four replies are offered. The reader or spectator is asked to select the one he or she believes to be correct. An answer section with the proper replies and explanations follows against which replies can be checked. Primarily for high school students the book is an excellent adjunct to general culture readers. Similar texts are listed in the "General Bibliography."

As for the readers themselves, there are basically two varieties. The first comprises those which deal with Spain and/or Spanish America from a strictly small "c" cultural point of view. By far the best text from this group is Living in Latin America: A Case Study in Cross-Cultural Communication by Raymond L. Gorden. Written by a social scientist, the book, as its title implies, is a study in cross-cultural communication between North Americans and Latin Americans, in this case, Colombians. In particular, it "has tried to demonstrate the importance of the situationally determined silent assumptions in the process of cross-cultural communication, discover some of the specific non-linguistic barriers to communication between North Americans and Colombians, and, sensitize the reader to some of the symptoms and results of communication blockages typical among people in daily cross-cultural contact."[9] It has also provided an excellent view of life in Colombia in a typical middle class family as well as some of the social mores. In general, it is one of the best texts of its kind and useful to the U.S. national or businessman who would like to have an understanding of family life in Spanish America. Other readers, including those on Spain, appear in the General Bibliography.

The second type of book is more allied to business. Indeed, in most cases, it comes under the rubric of cultural texts for business. One of the most useful is Stanley M. Davis's *Comparative Management. Organizational and Cultural Perspectives*. Apart from sections devoted to other cultures, the book offers several readings on some of the foremost obstacles encountered by U.S. businessmen on assignment in Latin America and includes three case studies which underscore the potential areas of conflict caused by opposing views on such subjects as bribery, paternalism and bureaucracy. It also deals with differences in managerial styles. Another book of equal merit is Reginald C. Reindorp's *Spanish American Customs, Culture and Personality*. Unlike the previous text, this one not only deals with business in Spanish America from a broader perspective but also incorporates other cultural elements of the small "c" variety. It treats, in addition to business methods, such subjects as specialization and technology, and it contains several units on religion, legal systems, social structure, values, attitudes and customs. It also dedicates an entire section to history and politics and gives copious examples of possible areas of cultural conflict which might develop between U.S. personnel and Spanish speakers. Like similar texts, including the Reindorp book, it can be used not only to teach small "c" culture but also to study and dramatize cultural differences with the view to improving interpersonal and commercial relations.

Besides these resources, there are other types of printed matter that can be utilized in Business Spanish courses. Many of them are magazines, newspapers, catalogues and pamphlets, but an equal number are materials prepared by the instructor. With regard to the former, the most helpful in preparing lessons and activities are journals. They can be used to familiarize students with the current situations and events, economic, social, political and cultural, in Spain and Spanish America, and they can serve to inform their readers about some of the specific problems and issues confronting these countries, providing considerable suggestions as to their solution. Some are newspapers, others are magazines, and some are in English but quite a feware in Spanish. Among the newspapers in Spanish the most widely read are La Nación (Argentina), El Tiempo (Colombia), ABC (Spain), El Nacional (Venezuela), while in English the most informative are the Wall Street Journal, London Times, New York Times and Washington Post. With regard to magazines in Spanish the most newsworthy are Cambio 16 and Actualidad Económica, both from Spain, and Hispano from México. In English the most popular are Consumer Reports, Business Week and Business America. Moreover, there are two bibliographies which are printed annually and which treat various aspects and concerns of business in both Spain and Spanish America in addition to those of other countries. They are Predicasts F & S, Index to Europe Annual and Predicasts F & S International Annual. The former lists articles on Spain while the latter treats business in Latin America.[10] Each annual provides a brief description of the industry product and technological developments in those countries as well as information on the political and social factors affecting business in these areas. They are invaluable tools for locating current events materials on business and related fields, which, when found, can be used in many ways and for a variety of purposes (as reading materials, for oral presentations, to prepare advertisements, etc.), and are easily obtainable. Apart from these materials, the others mentioned—catalogues, pamphlets, etc.—also can be easily acquired from any major multinational business firm (Exxon, General Motors, IBM, etc.) or Spanish-speaking agency consulate or embassy and provide not only the terminology commonly used in different businesses but also an understanding of the workings and interests of each field described.

Written materials prepared by the instructor, on the other hand, do not have to be searched for in the archives nor purchased in stationery stores. They can be produced either with some typing, writing or duplication equipment but require a fairly good knowledge of the topic or project to be discussed or developed, as well as a great deal of dedication and personal energy. Form and content-wise they may take the form of dittos or stencils of written conversations, and exercises on some aspect of business or grammar, xeroxes of magazine articles on the Spanish economy, or transparency maps of South America. They are used in the same ways as professionally manufactured materials but have the advantage of being made at relatively little cost and with relatively continuous use.

Audio-visual aids constitute another important instructional resource. By and large, they may consist of such items as television, radio, tapes, records, films, filmstrips, videotapes, slides, maps, charts, advertisements, and they may be bought or made. They also have, as has been indicated, a variety of uses and can serve multi-purposes. As can be expected, however, the appropriate types of materials, at least those of the manufactured variety, do not abound. Those that are available consist of 1) films such as _Organización interna_, _Preliminares de la venta_ and _Mexico: An Economy in Transition_, which show the commercial aspects and realities of the Spanish-speaking world 2) videotapes and slides with titles like _Hispanic Culture Series_, _La vida familiar española_, and _Peru: Culture and Tradition_, which deal with the customs, life-styles, values, beliefs and attitudes of Spain and Spanish America, 3) filmstrips and tapes, including Passport to Spain, Así son los mexicanos, and Berlitz's Spanish for Travellers, which gives the U.S. national an overview of life and travel in these countries as well as oral practice in some of the more commonly used expressions for these contexts, 4) television or radio programs either from or on Spain and Spanish America, such as those recently aired on Cuba and Nicaragua, which can provide many useful discussions, oral or written reports concerning business, politics, government, etc., in these countries, and 5) maps, charts, graphs or other realia, which can be used to demonstrate certain geographical, economic and cultural aspects and realities of the Spanish-speaking world. These and other resources as well as the names and addresses of the vendors and distributors from whom additional information may be obtained are listed in Appendix B: Bibliography of Audio-Visual Materials of this paper.

Lastly, although not yet a common feature of many Business Spanish programs, is the concept of internships abroad. Originally introduced by business colleges for students of graduate-level MBA programs, they were designed to provide the latter with practical work study and living experience in the foreign country as well as with the opportunity to improve language proficiency and to apply knowledge already acquired in the relevant fields. They still do this but now they also furnish the student with the necessary foreign residency, study and working credentials which may later be helpful in obtaining employment. More interestingly, however, these work-study internships have begun to appear at the undergraduate level. While, at present, only several such programs exist, including the well-known consortium of internships sponsored by Eastern Michigan University in Spain and Latin

America,[11] many are being planned and others still needed to accomodate the growing number of students interested in undertaking such a practical course of study at the college and pre-college levels. Their most positive feature and selling point besides the practical ones just mentioned: they may well serve as the vehicle needed to bridge the cultural-linguistic gap which exists between the U.S. and its present and potential trading partners as well as the instrument to improve and promote international relations at all levels and within all contexts.

That interest in Business Spanish courses is increasing was recently revealed by the findings of a report presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business.[12] According to the report more than one hundred schools currently have one or more courses in commercial Spanish, while more than sixty others are planning to develop similar programs in the not-too-distant future. Moreover, some forty courses offered at universities,which already have at least one commercial Spanish course, will be added while another ten or fifteen are in the process of proposing new courses. The current student enrollment for each present and projected class is fifteen for a total of some 3,500 students. To be sure, this figure does not take into consideration schools who offer such courses, but did not respond to the survey nor those where others are being organized. It does indicate, however, the widespread and growing interest in Business Spanish courses as well as underscores, indirectly, the need for the appropriate program of study and the requisite instructional materials. It is only hoped that the new interest manifested by this article as well as its contents have provided the present and prospective teacher of such classes with both the incentive and resources to develop their own program.

Notes

[1] For further information on the Helsinki accords of 1975, see Eugeny Chossvdovsky, *The Helsinki final act viewed in the U.N. perspective*. New York: U.N. Institute for Training and Research, 1980.

[2] President's Commission on Foreign Language and International Studies. *Strength Through Wisdom: A Critique of U.S. Capability* (Washington, D.C., 1979), pp. 3ff.

[3] Takeo Iguchi. "Language Skills and Intercultural Communications in U.S.-Japan Trade Relations," in Foreign Languages for the Professions, Proc. of the Conference at Northeastern University, May 14, 1981, CIHED Conference Series, No. 3 (Boston: Center for International Higher Education Documentation, 1981), p. 29.

[4] Lucille J. Honig and Richard I. Brod, *Foreign Languages and Careers*, 2nd ed. (New York: The Modern Language Association, 1979), p. 8.

[5] The findings referred to here were the results of surveys and research conducted at the University of Illinois, Urbana-Champaign and the University of Nebraska-Lincoln in 1979 and 1981. At the University of Illinois the survey undertaken involved 200 students of Spanish of varying backgrounds and majors who were given a questionnaire, which contained, among other items, several queries regarding Spanish for professional study, while the research concerned the reading of books, articles and pamphlets on various college Business Spanish Programs and the linguistic cultural and practical aspects of international commerce and industry. Those done at the University of Nebraska were essentially a repetition of those completed at Illinois except more investigation was carried on in the areas of instructional resources and program development, and several business people were queried in

addition to about twenty students. The findings from both universities were quite similar and support the general notions and assumptions concerning the format, content, and instructional methodology described here for such courses. Both the surveys and findings will hopefully be published in the not-too-distant future.

[6] Ana C. Jarvis, et.al., The Business and Finance Workbook (Lexington, Massachusetts: D.C. Heath & Co., 1981), p. iii.

[7] The Santos text and all other items referred to henceforth are cited in the bibliographies indicated and included at the end of this article, unless otherwise stated.

[8] Paul Rivers, Cuaderno de español práctico (New York: Harper & Row, 1974), p. v.

[9] Raymond L. Gorden, Living in Latin America. A Case Study in Cross-Cultural Communication (Skokie, Illinois: The National Textbook Co., 1978), p. xii.

[10] Both Predicasts F & S Index to Europe and Predicasts F & S International can be obtained from Predicasts, Inc., 11001 Cedar Avenue, Cleveland, Ohio 44106.

[11] For information regarding the Eastern Michigan University consortium of internships in Spain and Latin America contact: Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, Michigan 48197.

[12] Christine Uber Grosse, "A Survey of Spanish for Business at U.S. Universities," East Michigan University Conference on Spanish for Bilingual Careers in Business, Ypsilanti, Michigan, March 18, 1982.

Appendix A

General Bibliography

In this section, the entries have been made under two headings: Business and Commerce, and Spanish and Spanish American Culture. Under the former, texts and other books treating business, correspondence and travel in general and those of Spain and Hispanic America in particular are listed. Under the latter works on Spanish and Hispanic culture from mostly a small "c" perspective, that is, emphasizing life-styles, attitudes, mores, beliefs, etc. are cited.

Business, Commerce and Travel

Barreto de Colón, Herodina. *Manual de español comercial. Lecturas y ejercicios.* San Juan: Editorial Universitaria, 1976.

Berlitz, Maximilian Delphinus. *El español comercial.* 4th ed. London: Berlitz, n.d.

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González, Antonio J. and Domingo Felipe Maza Zavala. *Tratado moderno de economía general*. 2nd ed. Cincinnati: South-Western Publishing Co., 1976.

González-del-Valle, Luis and Antolín González-del-Valle. *Correspondencia comercial: fondo y forma*. 2nd ed. Cincinnati, Ohio: South-Western Publishing Co., 1981.

Harvard, J. and I.F. Arize, *Bilingual Guide to Business and Professional Correspondence*. *Spanish-English/English-Spanish*. New York: Pergamon, 1976.

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Jarvis, Ana C. et.al. *Business and Finance Workbook*. Lexington, Massachusetts: D.C. Heath and Co., 1981.

McCarthy, D. *Spanish for Business and the Professions*. Englewood Cliffs, New Jersey: Prentice Hall, 1978.

Mendoza de Félix, María Amanda. *Correspondencia comercial actualizada*. México, D.F.: Editora Nacional, 1980.

Ramírez Valenzuela, Alejandro. *Derecho mercantil y documentación*. México, D.F.: Editora Nacional, 1978.

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Samson, Harlan E. and Eduardo López Ballori. *Publicidad*. Cincinnati: South-Western Publishing Co., 1982.

Santos, Nelly. *Español comercial*. New York: Harper and Row, 1981.

Soltero Peralta, Rafael. *Derecho mercantil*. 5th ed. Cincinnati: South-Western Publishing Co., 1973.

Spanish for Travellers. Rev. ed. 1974; rpt. Lausanne, Switzerland: Editions Berlitz, 1977.

Spanish and Spanish American Culture

Aceves, Joseph and William A. Douglass. *The Changing Face of Rural Spain*. Cambridge, Massachusetts: Schenkman Publishing Co., 1976.

Alisky, Martin. *Latin America Media*. Ames, Iowa: Iowa State University, 1981.

Altamira y Crevea, Rafael. *Los elementos de la civilización y del carácter español*. Buenos Aires: Editorial Losada, 1956.

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Appendix B

Bibliography of Audio Visual Materials

In this section, the entries have been made under the same rubrics as those of the previous section, that is, Business and Commerce, and Spanish and Spanish American Culture. This time, however, the former deals with business concepts and practices peculiar to the international sector in general and, whenever possible, to the Hispanic world, in particular, while the latter mainly treats the various areas of small "c" culture and other related subjects, such as geography, economics, etc. Moreover, to facilitate the use and reading of this bibliography as well as the acquisition of the materials cited, the following information, when known, has been provided: the title of the item, the type of item (film, videotape, filmstrip, slides, tapes, etc.), the date of publication, the color feature applicable (black and white or color), the length of the item, particularly of films, and the name, abbreviated, of the vendor. A list of the vendors and their addresses appear at the end of the bibliography. Finally, unless otherwise indicated, all materials are in the language of their titles.

Business and Commerce

Communicating Management's Point of View (Spanish language version). Videotape, 1977, color, 29 mins., BNA.

Control de la calidad. Film, black and white, 10 mins., MGH.

Desarrollo de los productos. Film, black and white, 10 mins., MGH.

El hombre y su trabajo. Film, black and white, 27 mins., MGH.

El problema de Gómez. Film, black and white, 15 mins., GNPI.

Entrevista de personal. Film, black and white, 11 mins., MGH.

Estilos de la dirección de personal. Film, black and white, 26 mins., RPT.

La fabricación de un producto. Film, black and white, 14 mins., FAC.

La historia de la banca. Filmstrip in color with record. National Bank of Mexico.

Management by Participation (Spanish language version). Videotape, 1977, color, 30 mins., BNA.

Mercadeo y distribución. Filmstrip with tape and text, EAV.

Mexican Market (Spanish language version). Videotape, color, 10 mins., AIMS.

Organización interna. Film, black and white, 10 mins., MGH.

Preliminares de la venta. Film, black and white, 11 mins., MGH.

¿Qué es la productividad? Film, black and white, 12 mins., CNPI.

Spanish for Airlines and Travel Agents. Five tapes in Spanish with text, Wible.

Spanish for Banking and Savings and Loans Institutions. Five tapes in Spanish with text, Wible.

Spanish for Hotels and Motels. Four tapes in Spanish with text, Wible.

Spanish for Retail Selling. Nine tapes in Spanish with text, Wible.

Spanish and Spanish American Culture

Así son los españoles. Six filmstrips and tapes in Spanish, EMC.

Así son los mexicanos: 1. Six filmstrips and tapes in Spanish, EMC.

Así son los mexicanos: 2. Seven filmstrips and tapes in Spanish, EMC.

Central America: Finding New Ways. Film, 1974, 17 mins., Britannica Films.

Cuba: The People, Parts I and II. Videotape, 1974, color, 85 mins., Downtown Community TV.

El trabajo en España. Thirty slides or filmstrip with tape in Spanish, Wible.

General View of Venezuela. Thirty slides or filmstrip with tape in Spanish, Wible.

Geography of South America: Five northern countries. Videotape, 1977, color,.11 mins., Coronet Instructional Media.

Geography of South America: The Continent. Videotape, 1977, color, 14 mins., Coronet Instructional Media.

Hispanic Culture Series. Videotape, 1981, color, 60 mins., video knowledge.

Hispanoamérica I: al sur del ecuador. Six filmstrips and tapes in Spanish, EMC.

Industrial and Commercial life in Chile. Thirty slides or filmstrip with tape in Spanish, Wible.

La España comercial. Thirty slides or filmstrip with tape in Spanish, Wible.

La vida familiar española. Thirty slides or fimlstrip with tape in Spanish, Wible.

Living in Mexico. Seven filmstrips and tapes in Spanish with text, Wible.

Mexico: An Economy in Transition. Film, 1972, color, 13 mins., Doubleday Multimedia.

Passport to Mexico. Film filmstrips and tapes in Spanish, EMC.

Passport to Spain. Film filmstrips and tapes in Spanish, EMC.

Peru: Customs and Tradition. Thirty slides or filmstrip with tape in Spanish, Wible.

Sources of Wealth in Ecuador. Thirty slides or filmstrip with tape in Spanish, Wible.

Venezuela: Oil Builds a Nation. Videotape, 1972, color, 17 mins., Britannica Films.

Viaje por el norte de España. (Spanish language version). Videotape, 1966, color, 15 mins., Britannica Films.

Viaje por el sur de España (Spanish language version). Videotape, 1966, color, 17 mins., Britannica Films.

Vendors and Addresses

Aims Instructional Media
626 Justin Avenue
Glendale, California 91201

BNA Communications
9417 Decoverly Hall Rd.
Rockville, Maryland 20850

Britannica Films
425 N. Michigan Avenue
Chicago, Illinois 60611

CNPI
Servicios de Publicaciones
del Ministerio de Industrias
Calle Claudio Coello N° 44
Madrid, España

Coronet Instructional Media
65 East South Water Street
Chicago, Illinois 60601

Doubleday Multimedia
501 Franklin Avenue
Garden City, New York 11530

Downtown Community TV
87 Lafayette Street
New York, New York 10013

Educational Audio Visual, Inc.
Pleasantville, New York 10570

EMC Publishing
180 East Sixth Street
St. Paul, Minnesota 55101

Film Associates Co.
11559 Santa Monica Blvd.
Los Angeles, California 90025

Films Inc.
Film and Tape Division
733 Green Bay Rd.
Wilmette, Illinois 60091

McGraw-Hill Films
1221 Avenue of the Americas
New York, New York 10020

Roundtable Productions
321 S. Beverly Dr.
Beverly Hills, California 90212

Sterling Educational Films
241 East 34th Street
New York, New York 10016

Video Knowledge
P.O. Box 2937
315 Walt Whitman Rd.
Huntington Station, New York 11746

Wible Language Institute, Inc.
24 South 8th Street
P.O. Box 870
Allentown, Pennsylvania 18105

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FOREIGN LANGUAGES FOR THE PROFESSIONS AND COMMUNITY NEEDS: FROM TEXT TO TASK

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FOREIGN LANGUAGES FOR THE PROFESSIONS AND COMMUNITY NEEDS:

FROM TEXT TO TASK

Only in recent years have national commerce and the finances of international markets come to find American speakers of foreign languages to be an economically provident resource. Local administrations, aware of shifting or growing ethnic population densities, are confronted with a need to provide governance and services by means of the efficacious tool of native language communication. The acknowledgement of these exterior and interior pressures has occasioned the recent "Report to the President from the Commission on Foreign Languages and International Studies" (November 1979) which spoke to the needs, resources and relevant purposes of the media, foundations, the Federal Government, community colleges and universities. In all cases, the Commission reports an apparent failure of articulation and application -- a disjoint and incoherent process of needs filled by theory, instruction and implementation of knowledge.

In keeping with the pragmatic need for alliance between business and foreign language study, many universities are developing cooperative programs within these disciplines. While many specialized colleges (schools of law, nursing, education or secretarial skills) offer language courses designed to further their given professional intentions, it is the burdon of an integrated university to develope the generalist's course to serve all professional and/or cummunity needs. Usually this problem is laid upon the doorstep of the Foreign Language department, and the literary scholar or linguist is asked to provide materials from a world he has studiously avoided as "un-humanistic." Peter Demetz, the current president of the Modern Language Association, laments our insularity: "Most American humanists live, whether they know it or not, in a melodramatic if not Manichean world in which business is pitted against academe, and people of action peep across invisible barriers at the contemplative professors, and vice versa."[1] The role of the university has changed in that the professor's function is no longer primarily that of replacing himself as resident sage of an ivy-walled tower. In the last decade, the student has demanded a more immediately utilitarian knowledge, often causing a department to redesign its curricula and the faculty member to "re-tool" in order to serve the immediacies of functional relevancy.

It is the purpose of this presentation to propose a content and a method for the generalist's course on Spanish for the professions and community needs--the synthesis of research and thought, of fortuitous results (both good and bad) and further thought. Whereas the specialty-interest courses (Spanish for Nursing, law, etc.) are often offered with no expectation of previous, formal Spanish language experience and are meant to teach grammar as well as situational vocabulary,[2] I feel it more provident to require the prerequisite of at least one complete grammar text (for the non-native) for admission into a specialized course of interdisciplinary nature. In apparent agreement, many texts are introduced or supplemented by a brief "review grammar."[3]

The course I have been able to offer -- earlier in southern California, now in northern Idaho -- has been designed for the senior level of university student to attract graduate students from the College of Business and junior or senior Spanish majors considering a pre-MBA option. The course is comprised of self-contained modules, divided into general and special interest areas. All students attend the general sessions, which I have titled: General-1 "Cultural Checklist for Travelers, Businessmen and other Diplomats," General-2 "Introductory Communications," and General-3 "Travel." Students then elect two modules from the following areas -- one as a "major" study and another as a "minor:" Special-1 "Commerce/Finance," Special-2 "Data Gathering," Special-3 "Law and the Courts," and Special-4 "Translation."

General-1 "Cultural Checklist"

"In using other cultures as mirrors in which we may see own own culture, we are affected by the astigma of our own eyesight and the defects of the mirror, with the result that we are apt to see nothing but the virtues of our own. . . . The cultural values of an industrial society are not the cultural values of other societies."[4] It may be assumed that the serious student of languages will possess or nurture a positive cultural bias toward the lands and peoples of his target language, but simple ignorance beyond those of grammatical structures -- ignorance of social values and popular *Weltanschauung* -- may easily create a separation of understandings greater than that of any linguistic barrier. The differences of race and culture that traditionally have divided mankind into naturally suspicious groups have become not less but more susceptible of explosion during this past generation in which modern communication has brought together *but has failed* to unite the peoples of the world.[5]

A large portion of the course I offer is predicated upon the failure of formal language structures to fully communicate. The U.S. puts into the field experts who are chosen for their knowledge of technique -- their "know-how" -- rather than their ability to communicate. George H. Gardner tells us that the United States' failures in other countries are "not due to perversness or conflicting policies . . . but rather to an unawareness of the dynamics of encounter" or cross-cultural communication.[6]

This module is not spent in the study of a given commercial text, but procedes, through investigation, to the creation of a personalized text. With the Socratic Method, the students are led to structure a cultural outline (a check-list) which can guide an interested party in the accumulation of cultural data on any country. The students, depending on quantity and interest areas, choose (singly or by team) a country of Spanish speech to research. The final study format consists of "capsules" which attempt to focus considerations into topical divisions.[7]

I. Circumstance
    A. The Land . . .
        1) geography
        2) flora/fauna
        3) climate/natural resources
        4) original peoples
    B. . . . and History
        1) discovery
        2) conquest
        3) revolution
    C. Technology
        1) food/clothing
        2) transportation
II. The Self
    A. Biology
        1) color/stature/hair/etc.
        2) mestizaje/race identity

B. "High" Values
  1) God and the supernatural
  2) honor and personal integrity
  3) heroes and authority

C. Esthetics
  1) parties and festivals
  2) sports (bullfights)
  3) music and dance

III. The Self and Others
  A. Family
  B. hacienda and patrón

IV. The Self and Society
  A. Courtship and Marriage
  B. Family and Inheritance
  C. Church and Religion
  D. Politics
    1) government
    2) legal systems
    3) military
  E. Status
    1) education and literacy
    2) bilingualism and dialects

V. Foreign Relations
  A. Debt
  B. Export/Import
  C. Tourism and Nationalities

Reference materials of the university of community library form the initial sources for these investigations.[8] Other specific titles are placed on library reserve for the student's use. In-class discussions are conducted on each capsule and we find that the outline structure, as exemplified above, cannot be considered rigid and/or appropriate for each country. The ultimate task for completion of this module is for each student (or team) to compile cultural data on a specific country according to an agreed-upon outline structure. These projects are duplicated and given to all other students of the class.

It may seem, at first, that undue time is spent on material which is not properly professional in scope nor community-oriented, but it is my feeling that individual, corporation and national concerns would be better served if the travelers, businessmen and other diplomats were to tread foreign lands or treat foreign nationals with realistic expectations and the wisdom of thoughtful foresight. I would like to support this stance with a quote from Jawaharlal Nehru:

> If we seek to understand a people, we have to try to put ourselves as far as we can, in that particular historical and cultural background. . . . It is not easy for a person of one country to enter into the background of another country. So there is great irritation, because one fact that seems obvious to us is not immediately accepted by the other party. One has to realize that, whatever the future may hold, countries and peoples differ in their approach to life and in their ways of living and thinking. If we wish to convince them, we have to use their language as far as we can, not language in the narrow sense of the word, but the language of the mind.[9]

General-2 "Introductory Communications"

This second module consists of four distinct areas:

1) Oral introductions
2) Initial written correspondence
    a) at a formal level
    b) at an informal level
3) Telephone communication
4) Para-language communication.

The first -- "oral introductions" -- presents the etiquette and praseology required of personal introductions. Following "blackboard theory" and a series of mock introductions between a colleague and myself to simulate various social and business plausibilities, the students enact a number of situational roles among themselves. These include self-introduction, and those of introducer of others and one introduced to others. Some roles require a fictional identity to alter social status and organizational heirarchy.

The second area -- "initial written correspondence" -- is undertaken with the aid of a commercial text.[10] After discussion and text assignments, the "task" devised for completion of this unit is the actual posting of letters in Spanish to various agencies and countries, generally requesting information or to purchase some small piece of murchandise. These agencies include foreign consulates, publishing houses, banks and professional organizations. On the informal level, students write to personal acquaintances of my own -- a sort of "pen pal" arrangement. A total of five letters are required for completion of this task: three formal (to separate agencies) and two informal (exchanged with the same party).

The third area -- "telephone communication" -- is conducted in essentially the same manner. After basic information on contacting foreign operators and stock phrases of inquiry and response, the students use the inter-office phones of our department for mock, business transactions. Final task completion requires the students to actually telephone unsuspecting individuals or agencies to conduct a minor piece of business in Spanish. (This is admittedly easier done in a border area or city with a Hispanic population density large enough to preserve Spanish as a vehicle for commercial enterprise.)

The fourth area -- "para-language communication" -- introduces a system of communication seldom presented in formal language texts, which, therefore, constitutes material of which most students are completely unaware. Since Edward Sapir wrote in 1927: "We respond to gestures with an extreme alertness and . . . in accordance with an elaborate and secret code that is written nowhere, known by none and understood by all,"[11] several linguists and anthropologists (most notably Ray Birdwistle[12]) have attempted to decode and order these systems of intra-cultural communication. The consideration of kinesics is more appropriate in Spanish than it is in many other languages in that the majority of gestures natively employed in Spanish do contribute to, support or provide meaning. While in many languages gestures add emphasis or attitude to the oral statement, gesture in Spanish is de rigeur accompanyment to speech and, oftentimes, supplants it completely. As early as 1931, a list of fifty-five gestures was catalogued for Spanish in connection with foreign language teaching methodology, but at that time they were not presented as culturally significant -- rather, as an interesting "change of pace" for the language instructor.[13] However, following the tradition of Sapir and Birdwistle, in a later study, rightly insisting on the interdependence of the linguistic and kinesic systems, Jerald Green was able to "collect" a total of 119 occasions for gesture and provides his readers with 98 illustrations.[14]

For the purposes of this course, I am presently arranging for the preparation of a video-tape module on Spanish gestures with: 1) explanation and presentation, 2) drill, and 3) testing.

General-3 "Travel"

Whatever the needs or purpose of travel -- vacation, business or diplomacy --, appreciation is based on the appropriateness of expectations to the realities encountered. The nature of these three general modules is that of adapting the student expectations to the Hispanic realities: first, with a knowledge of the land and its people, then the methods of initiating a meaningful communication within that environment, and now, the actual exigencies of the visit itself. This module considers travel preparations, the trip, the arrival and "settling in" procedures. It is a self-contained unit and requires only minimal instructoral involvement. For the material, I have prepared a combination of two commercially available programs. From the Berlitz Basic Spanish program,[15] I use six of the twenty available study chapters: 1) "On the Plane," 2) "The Arrival," 3) "At the Hotel," 10) "Getting Around Town," 18) "At the Bank," and 19) "Emergencies." Each of these chapters consists of written, situational texts from a program booklet, with accompanying cassette tapes. From another program, Passport to Mexico,[16] which includes a text manual, film strips and cassette sound track, I choose three of the five available units. After finishing chapters 1, 2 and 3 of the Berlitz program, the students use the supportive, reinforcing material of the Passport Unit-1: "Preparation and Flight," which takes the imaginary traveler from the reservation desk of his home town to the registration desk of a Mexican hotel. Following the Berlitz chapters 10 and 18, comes Passport Unit-2: "At the Bank and Communication" for currancy exchange, travelers checks, stamps and mailing, and telegrams, and Unit-3" "Transportation" for car rental and maintenance, and intra- and inter-city travel -- taxi, bus and train. The module comes to an end with the Berlitz chapter on "Emergencies."

I. Berlitz
  1) "On the Plane"
  2) "The Arrival"
  3) "At the Hotel"

II. Passport
  1) "Preparation and Flight"

III. Berlitz
  10) "Getting Around Town"
  18) "At the Bank"

IV. Passport
  2) "At the Bank and Communication"
  3) "Transportation"

V. Berlitz
  19) "Emergencies."

Task completion for this module is completely dependent on university location. In Idaho, the tasks must perforce be artificial, and the student completes assignments provided by the Passport units, designed to test each area of experience. In southern California, opportunities for travel in Mexico were so accessible that students actually bought bus tickets between Mexican border towns, actually exchanged currancy and posted mail in Mexico and traveled by taxi and municipal buslines.

It is at this point that the course becomes "individualized" and subdivided into interest areas, that is, the special topics. As mentioned earlier, the student chooses a major and a minor area from among four pre-arranged topics. Assuming now a summary acquaintanceship with a foreign culture, the protocols of communication and a "smooth" travel procedure, one confronts in the first module the requirements of international commercial negotiations.

Special-1 "Commerce/Finance"

In recognition of the fact that the U.S. is the fourth largest Spanish-speaking country in the world and that one out of six Americans owes his/her employment to foreign trade and that foreign companies invest over $30 billion in American business (including the tourism of more than 20,000,000 foreign visitors a year), many publishing houses have seen the expediency of commissioning Commercial-Spanish textbooks.[17] To quote a UNESCO official: "You can buy anything, anywhere in the world in your own language, but you can't sell."

Through travel and correspondence, I have collected a great deal of material for use in this section (as well as in the following two areas) for student use. This collection consists of blank forms from governments, banks and stock brokerages, major corporations and smaller business enterprises, along with copies of the correspondence exchanged in obtaining them -- this along with other informational paperwork which has fortuitously come into my possession. With occasional references to one or more of the source texts of note 17, above, the students are set to choose and complete such forms as are germaine to their proposed or actual professional interests and to paraphrase the correspondence to facilitate those same ends.

In southern California, I was able to take the students into Mexican businesses for direct involvement; they stood beside bank tellers and provided minor assistence, visited a stock brokerage and the shipping/delivery areas of a brewery and a textile manufacturer and spent some time working with Mexican and American immigration officials. In Idaho, our tasks seek such community interaction as is available from Spanish-speaking business owners and managers. Of particular importance are the enterprises concerned with imports of foreign-made goods and the export of agricultural products from this region.

Special-2 "Data Gathering" is designed to meed the expected needs of the social worker and health-care professionals. Here again there are texts written explicitely for these purposes.[18] However, I use blank forms obtained from Welfare agencies and hospitals from both English and Spanish sources. The students use dictionaries -- general and specialized -- to formulate questions for elliciting such information required by these personal questionnaires. Role-playing and cued-situation activities provoke the students' use of situational vocabulary in simulated interviews.

Special-3 "Law and the Courts"

Given the innordinately rapid increase of Spanish-speaking people in the U.S. in recent years, both from immigration and interior growth rate, the communicational services of Special-2, above, and this module are becoming continually more needed and practiced. A truly bilingual professional will have no difficulty in job placement in increasingly greater geographic areas. It is unfortunate that the immigration status and economic competiveness often force many of the new arrivals into situations where legal services are required. The benefits of specialized education along these lines serves the public in a dual fashion; the professional is "relieved" of a possible foreign-bias through understanding, and functions better in the assigned role through increased communicative capabilities. Texts have been commercially prepared for legal purposes.[19] To materials from these resources, I add information of my own experience as court interpretor for the Superior Court of Los Angeles County in California. The students are provided with "A Guide for the Use of Spanish-English Interpreters, Consisting of Words, Phrases and Sentences Frequently Used in Court," prepared by the Interpreters Division of that court. In this module, the students interested in either police work or the legal system must be made aware of the expected deviations from textbook Spanish that are very likely to be encountered in such personal contacts.

Special-4 "Translation"

This last module is prepared for the technical purposes of precise translation, rather than the more humanistic interpretation of the previous three special modules. While the skills of translation have their methodology,[20] I find only two requisites for exposure to the actual work: a sound capability in the grammar of the language and a knowledge of technical word derivation. Once assured of the first, I provide the students with a working list of Greek and Latin word-stems and affixes. The students do not find this linguistic orientation intimidating because English technical vocabulary is made essentially of the same "pieces" and are generally cognates to their Spanish counterparts. In this module, it is the student who provides textual material from an area of interest. The class (as individuals) have worked with advertisement, instructional manuals, newspaper articles, correspondence and various scientific disciplines. (I recall one student who chose to work with military manuals published by the Department of Defense.)

For each of the above special modules, no amount of grammar nor even personal experience will be enough to function capably in any circumstance. Every professional needs appropriate dictionaries at hand. The students are provided with a list of dictionaries available for their possible needs. This is especially important to the translator who may be working with terminology which is unfamiliar even in the native language. The following is an abbreviated bibliography of such works:

Alexander Hamilton Institute Editorial Staff. 2001 Business Terms and What They Mean. New York: Doubleday Co., Inc., 1962.

Algar, Antonio López de Zuazo. Diccionario del periodismo. New York: Pergamon, 1979.

Cerezo, Martínez A. Diccionario de Banca. Madrid: Ediciones Pirámide.

Collazo, Javier L. English-Spanish Spanish-English Encyclopedic Dictionary of Technical Terms in Three Volumes. New York: McGraw-Hill, 1980.

Frías-sucre Giraud, Alejandro. Diccionario comercial Español-inglés, inglés-español. Barcelona: Editorial Juventud, S. A., 1977.

Garmendía, Ignacio J. Diccionario de bolsa. Madrid: Ediciones Pirámide, 1979.

Ibeas, Franco. Diccionario tecnológico inglés-español. Madrid: Editorial Alhambra, 1980.

Renty, Ivan de. El mundo de los negocios, léxico inglés-español. Spanish version by Angel García Arranz. Madrid: Sociedad General Española de Librería, S. A., 1977.

Robb, Louis A. Dictionary of Legal Terms: Spanish-English and English-Spanish. New York: John Wiley & Sons, Inc., 1955.

I believe that it is readily discernible that the tenor of this course is the assumption of formal education as a result of previous coursework or experience. I have developed "Foreign Languages for the Professions and Community Needs" in search of goal-oriented knowledge of a specific focus. This has been done in response to what I feel are the community's pragmatic requirements for a foreign language service. We recall the student riots of the 1960's; their cry was for "relevance." Even then it was an ivory-tower sentiment joining faculty and student in isolation from the world and its immediate demands. "Relevance" will take on a broader expression in the 1980's when this "shrinking world" will call on its universities as it does a library for theoretical knowledge and on the graduates for practical performance. The course I have outlined attempts to provide an intermediary "staging ground" between language acquisition and that practical performance. It proposes to provide that interaction between professor, student and community needed for task completion and confidence on the parts of both the promising student and the expectant community.

Notes

[1] Peter Demetz, "An Inarticulate Society," *Yale Alumni Magazine and Journal*, November 1981, p. 14.

[2] An excellent text designed for several of these purposes is Ana C. Jarvis, et at., *Basic Spanish Grammar* (Lexington, Mass.: D. C. Heath & Co., 1980, accompanied by the following workbooks for specific careers: *Medical Personnel Workbook*, *Business and Finance Workbook*, *Spanish for Communication Workbook*, and *Law Enforcement Workbook*. Another specific grammar text is Maria Antonia Di Lorenzo-Kearon and Thomas P. Kearon's *Medical Spanish* (New York: Harcourt Brace Jovanovich, Inc., 1981).

[3] Examples are: Louis Chacón, Jr., et al. *Bilingual Business Grammar/Gramática comercial bilingüe* (Cincinnati: South-western, 1981); Paul Rivers, *Cuaderno de español práctico comercial* (New York: Harcourt Brace Jovanovich, Inc., 1980); and Jorge A. Santana, *Spanish for the Professions* (New York: Random House, 1981).

[4] Harold A. Innis, "Industrialism and Cultural Values," in his *The Bias of Communication* (Toronto: University Press, 1951), p. 132.

[5] L. S. Harms, *Intercultural Communication* (New York: Harper and Row, 1973), p. vii.

[6] George H. Gardner, "Cross-Cultural Communication," *Journal of Social Psychology*, 58 (1962), 241.

[7] For the idea and general format of the "capsules," I am indebted to N. Darrell Taylor and John L. Sorensen, "Culture Capsules," *Modern Language Journal*, 45 (1961), 350-4 and to materials from J. Dale Miller and Russell H. Bishop,

New World Culture Series: USA- Mexico (Salt Lake City: University Press, 1974).

[8] Although "dated" the Introduction to the Latin American Nations by the Secretariat of the Organization of American States (Washington, D.C., 1962), with the various encyclopediae, can provide a quick background in geography, ethnology and history.

[9] Jawaharlal Nehru, Visit to America (New York: John Day Co., 1950), pp. 58-9.

[10] There are many good texts which would serve this purpose. Given the amount of time my course has to offer these matters, I have chosen the "condensed and manageable" Mary H. Jackson, Manual de correspondencia española (Skokie, IL: National Textbook Co., 1976).

[11] David G. Mandelbaum, ed., Selected Writings of Edward Sapir on Language, Culture, and Personality (Berkeley: University of California Press, 1949), p. 556.

[12] See especially Ray L. Birdwistle, Kinesics and Context -- Essays on Body Motion Communication (Philadelphia: University of Pennsylvania Press, 1970).

[13] Walter Vincent Kaulfers, "Curiosities of Colloquial Gestures," Hispania, 14 (1931), 249-64.

[14] Jerald R. Green, A Gesture Inventory for the Teaching of Spanish (New York: Chilton, 1968).

[15] Berlitz Basic Spanish, (New York: Berlitz Publications, Inc., 1968).

[16] Robert Brett, Passport to Mexico (St. Paul, MN: EMC Corporation, 1976). Also available from this company is a program entitled Passport to Spain.

[17] A sampling includes: 1) Ana C. Jarvis, Luis Lebredo and Antonio Plannels, Business and Finance Workbook (D. C. Heath & Co., 1981) which accompanies the first-year language text Basic Spanish Grammar; 2) Louis Chacón, Jr., Maria Luisa Paredes,

Herlinda Aviles and Barbara L. Davenport, *Bilingual Business Grammar* (South-western Pub. Co., 1981), a grammar course with a business perspective, that is, situational dialogues; 3) Jorge A. Santana, *Spanish for the Professions* (Ramdom House, 1981), a basic workbook which presumes some prior knowledge of Spanish; 4) Joseph Harvard and I. F. Ariza, *Bilingual Guide to Business and Professional Correspondence* (Pergamon, 1970), a resource text for phraseology (both English and Spanish) for any written occasion; 5) Louis Gonzáles del Valle and Antolín Gonzáles del Valle, *Correspondencia Comercial: Fondo y Forma* (South-western, 1975), a complete course/workbook in written communications; 6) Paul Rivers, *Cuaderno de español práctico comercial* (Harcourt Brace Jovanovich, 1980), a comprehensive workbook of inter-company communications; and 7) M. G. Thomas, *Export Marketing Spanish* (London: Longman, 1978), an excellent commercial guide from the point of initial contact of representatives, through "trouble shooting" to conclusion of negotiations, with accompanying cassettes and critical bibliography of materials.

[18] Jarvis, *Medical Personnel Workbook*; and María Antonia DiLorenzo-Kearon and Thomas P. Kearon, *Medical Spanish* (Harcourt Brace Jovanovich, 1981).

[19] Jarvis, *Law Enforcement Workbook*; and Marilyn R. Frankenthaler, *Skills for Bilingual Legal Personnel/Técnicas para el personal bilingüe en el área legal* (South-western, 1981).

[20] Vásquez-Ayora, *Introducción a la traductología* (Washington, D.C.: Georgetown University Press).

A BASIC COMMERCIAL-SPANISH VOCABULARY LIST:

SPANISH-ENGLISH, ENGLISH-SPANISH

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TERMINOLOGIA COMERCIAL

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Esta lista de términos comerciales no pretende ser exhaustiva. Presenta solamente los términos que se consideran más usuales y útiles en el mundo de los negocios. Cada término viene acompañado de su traducción al inglés y su definición en español. Algunos términos aparecen con dos o más definiciones y, a veces, aparece su referencia a otro término. Algunos de los términos tienen otros significados, que no se aplican a lo comercial. En general, se han eliminado términos obvios o cognados, p.e., cheque, costo, etc. Los términos que aparecen subrayados dentro de las definiciones están definidos en su lugar correspondiente en la lista.

A

1. A cuenta. On account. Expresión usada al acreditar pagos parciales.

2. A la vista. At sight. Para ser pagado en el momento de su presentación.

3. Abonar. To credit. Acreditar. Pagar parte de una cuenta. Entregar a cuenta.

4. Abono. Credit. Pago parcial de una deuda.

5. Acciones. 1. Shares of capital. Valores o títulos de crédito. 2. Stocks. Porciones de renta variable llamadas dividendos, en que se divide el capital de determinadas sociedades (anónimas, limitadas, etc.)

6. Accionista. Stockholder; shareholder. El poseedor de acciones.

7. Acreditar una cuenta. To credit an account. Abonar una cuenta.

8. Acreedor. Creditor. Persona que ha prestado dinero u otros efectos. Antónimo: Deudor

9. Activo. Assets. Importe total de valores, efectos, propiedades, créditos y derechos que una persona o sociedad tiene a su favor. Antónimo: Pasivo.

10. Acusar recibo. To acknowledge receipt. Reconocer haber recibido algo.

11. Adeudo. Indebtedness. Cantidad o deuda que se debe pagar.

12. Adjuntar. To enclose. Enviar juntamente con algo.

13. Aduana. Customs. Oficina pública donde se registran mercancías que se importan o se exportan y se cobran los derechos correspondientes.

14. Aforo. Appraisal; valuation. Reconocimiento y valuación de mercancías para el pago de derechos.

15. Agente. Agent. Representante; gestionante; agente. Persona que efectúa negocios por cuenta de otra.

16. Agente de bolsa. Stock broker. Funcionario que interviene y certifica en los negocios de valores cotizables. Sinónimo: Corredor.

17. Albacea. Executor. Persona encargada de velar por el exacto cumplimiento de la voluntad del testador, administrar provisionalmente la herencia y representarla.

18. Almoneda. Véase Remate.

19. Alza. Increase. Aumento en el precio de algo.

20. Amortización. Amortization. Extinción total o parcial del pago de una deuda.

21. Anexar. Véase adjuntar.

22. Anticipo. Advanced payment. Adelanto. Dar o entregar algo antes del tiempo convenido.

23. Apoderado. Proxy; attorney. El que tiene poderes de otro para representarlo y proceder en su nombre. Véase también Poder.

24. Arancel. Duties. Tarifa o pago de derechos de aduana, ferrocarril, etc. Véase también Tarifa.

25. Arrendar. To lease; to rent. Entregar una cosa por un tiempo mediante el pago de un precio, llamado alquiler o renta.(2).

26. Arrendatario. Tenant. Inquilino o persona que toma en arrendamiento algo que pertenece al arrendador.

27. Asiento. Entry. Anotación en libros de contabilidad.

28. Artículos. Goods. Mercancías intercambiables.

29. Auditoría. Auditing. Contabilidad e inspección oficial de la contabilidad, generalmente en materia fiscal.

30. Automatización. Automation. Véase Elaboración de datos.

31. Aval. Endorsement. 1. Firma que se escribe en una letra u otro documento de crédito para garantizar su pago. 2. Collateral. Cantidad u otro artículo de capital que se ofrece como resguardo en una transacción. Véase también Fiador.

32. Avalúo. Appraisal. Valuación del precio o valor exacto de una cosa o de un servicio. Véase también Tasar.

B

33. Baja. Decrease. Disminución en el precio de algo.

34. Balance General. Profit and loss statement; Balance Sheet. Estado de pérdidas y ganancias de una negociación.

35. Bancarrota. Véase Quiebra.

36. Bienes inmuebles. Real Estate. Bienes que no pueden cambiar su situación en el espacio o no se pueden transportar (casas, terrenos, edificios, etc.)

37. Bienes Raíces. Véase Bienes Inmuebles.

38. Bienes y Servicios. Goods and Services. Conjunto de cosas y de actividades capaces de ser utilizados o de producir un valor.

39. Bolsa. Stock Exchange. 1. Lugar donde se realizan operaciones entre corredores, agentes y comerciantes. 2. El estado de dichas operaciones.

40. Bonificación. Véase Descuento.

41. Bono. Bond. Título de valor ordinariamente a plazo y a interés poco elevado. Véase también Obligación; Título de Crédito.

42. Bruto. Véase Ganancias Brutas; Peso Bruto.

C

43. Caja. Cashier's desk. Lugar o dependencia para recibir y guardar dinero o valores y para hacer pagos.

44. Capital. Capital. 1. Valor permanente de lo que de manera periódica produce intereses, renta o frutos. 2.Factor de la producción formado por la riqueza acumulada que se destina, en unión del trabajo y de los agentes naturales, a nueva producción.

45. Cargo. Charge; debit. Costo, precio, o gasto.

46. Carta de Crédito. Letter of credit. Promesa escrita de pago.

47. Cartera. Notes and accounts receivable. Assets in the form of securities. Valores o efectos de curso legal que forman parte del activo de un comerciante, banco o sociedad.

48. Causante. Taxpayer. Persona que paga un impuesto o tasa (1).

49. Cebo. Slogan. Frase de impacto para dar publicidad a un producto o servicio.

50. Cédulas hipotecarias. Mortgage bonds. Valores que el banco hipotecario está autorizado a emitir por una suma igual al importe total de los préstamos de dicho banco sobre bienes inmuebles.

51. Certificado de depósito. Certificate of Deposit. Documento bancario que declara que determinada persona tiene una cierta cantidad de dinero en depósito y que generalmente produce rédito.

52. Cliente. Customer; Patron. Persona que utiliza los servicios del que ejerce una profesión u ocupación.

53. Comisión. Commission. 1. Encargo. 2. Operación ejecutada por cuenta de otra persona. 3. Parte que se cobra por la ejecución de un encargo, casi siempre un porcentaje.

54. Comprobante. Véase Recibo.

55. Conocimiento de embarque. Bill of lading. Documento que identifica el envío de mercancías.

56. Consignación. Consignment. Envío de mercancías a un agente, corresponsal o comerciante para que sean vendidas o distribuidas por cuenta del que las envía.

57. Consignatario. Consignee. Véase Destinatario.

58. Contado. Cash. Cuenta al contado es una operación que se consuma en el momento de realizarse, porque los contractuantes han satisfecho sus respectivas obligaciones, a saber, entregar la cosa y recibir el dinero, o viceversa.

59. Corredor. Véase Agente; Agente de Bolsa.

60. Corte de caja. Cash Statement. Operación final periódica (diario, semanal, etc.) que muestra el estado financiero de una institución.

61. Cotización. Quotation. Valuación o precio de un producto o servicio.

62. Crédito. Credit. Opinión de solvencia.

63. Cuenta corriente. Checking account. Cuenta bancaria contra la cual el poseedor puede sacar o añadir dinero en cualquier momento sin presentar su libreta de banco.

64. Cuenta de ahorros. Savings account. Cuenta bancaria que produce intereses.

65. Cuenta de garantía o resguardo. Escrow. Cantidad puesta al cuidado de una tercera persona y que sirve como protección en caso de que no se cumplan ciertas condiciones, como un contrato, etc.

D

66. Debe. Debit. Parte de una cuenta en que se incluyen las cantidades que se cargan al individuo o negociación a quien se abre la cuenta. Antónimo: Haber.

67. Depreciación. Depreciation. Disminución o rebaja en el precio de una cosa, ya sea por su desgaste o daño sufrido después de su valuación en la compra.

68. Derechos. Dues; fees. Cantidad que se cobra por una transacción comercial.

69. Descuento. Discount; rebate. Rebaja en el valor total de una factura o deuda. Sinónimo: Bonificación.

70. Desfalco. Embezzlement. Robo o apropiación fraudulenta de dinero u otras cosas valiosas encargadas a una persona.

71. **Destinatario.** Addressee; consignee. Persona o entidad a quien va dirigida la mercancía o correspondencia.

72. **Detallista.** Retailer. Comerciante por menor o al menudeo. Antónimo: **Mayorista.** Sinónimos: **Minorista**; **Vendedor al menudeo.**

73. **Deudor.** Debtor. La persona que debe. Antónimo: **Acreedor.**

74. **Devolución.** Refund; Rebate. Acción de regresar algo.

75. **Dinero en efectivo.** Véase **Efectivo.**

76. **Dividendo.** Dividend. Interés variable proveniente de las acciones.

77. **Divisa.** Foreign exchange. Moneda extranjera referida a la unidad monetaria de un determinado país.

E

78. **Efectivo.** Cash. Dinero contante (moneda, billetes, etc.)

79. **Efectos.** Effects; Goods; Merchandise; Securities. 1. Artículo de comercio. 2. Valor mercantil. 3. Todo lo que tiene valor económico.

80. **Ejercicio fiscal.** Financial period of time; Taxable year. Período de tiempo en que rige una ley de presupuestos.

81. **Elaboración de datos.** Data Processing. Organización, generalmente por vía electrónica, de información.

82. **Embargo.** Impound. Retención, impedimento o secuestro de bienes por mandato judicial o de autoridad competente.

83. **Empréstito.** Véase **Préstamo.**

84. **Endosar.** To endorse. Ceder un documento Mediante la correspondiente autoridad, lo cual aparece generalmente escrito detrás del documento respectivo (cheque, letra, pagaré, etc.)

85. **Entrada.** Véase **Asiento**; **Ingreso.**

86. **Estado de Pérdidas y Ganancias.** Statement of Profits and Losses. Véase **Balance General.**

87. **Estenografía.** Véase **Taquigrafía.**

88. **Estipendio.** Véase **Honorarios.**

89. **Existencias.** Véase **Inventario.**

90. **Expediente.** File. Conjunto de documentos correspondientes a un asunto o persona.

F

91. Factura. Invoice.1.Cuenta.2.Documento conteniendo una detallada presentación de servicios prestados o mercancías vendidas y sus respectivos valores y precios.

92. Fiador. Guarantor; backer; bondsman. Persona que asegura que otra cumplirá lo que promete, obligándose, en caso de que no lo haga, a satisfacer por ella. Véase también Aval.

93. Fianza. Bond; Surety; Security; Bail. Prenda que se da en seguridad del cumplimiento de una obligación o compromiso.

94. Fiar. To Borrow on credit; To trust. Vender sin tomar el precio de contado, para recibirlo más tarde.

95. Fideicomisario. Trustee. Persona a quien se confía la propiedad o administración de la propiedad de otra persona.

96. Fideicomiso. Trust. Delegación de autoridad en una persona o entidad para transmitir, administrar o usar un negocio.

97. Fisco. Treasury; Exchequer. Erario; Tesoro público.

98. Flete. Freight. Precio estipulado por el transporte de un artículo.

99. Fondos. Funds. Dinero o recursos disponibles.

100. Franqueo. Postage rate. Pago, en estampillas o sellos, del porte de un objeto para que se remite por correo.

101. Fuerza mayor. Sheer force; Act of God. Expresión usada para explicar que por circunstancias que no se pueden prever o evitar, se exime del cumplimiento de una obligación.

G

102. Ganancias. Profits; Gains; Earnings. Lucro o beneficio logrado en un negocio. Vease también Ingresos.

103. Ganancias Brutas. Gross earnings; Gross income. Ganancias globales obtenidas en en una negociación, sin descontar los gastos. Sinónimo: Utilidades Brutas.

104. Ganancias Netas. Net earnings; Net Income. Ganancias obtenidas después de descontar las deducciones. Sinónimo: Utilidades Netas.

105. Ganga. Bargain. Cosa o servicio obtenido a precio muy favorable.

106. Garantía. Guaranty; Security; Collateral; Warranty. Fianza que asegura o protege contra un riesgo o necesidad.

107. Gerente. Manager. El que dirige los negocios y lleva la firma de una empresa.

108. Gestor. Véase Agente.

109. Giro. Draft; Bill of Exchange. Traslado de fondos por medio de letras, libranzas, etc.

H

110. Haber. Credit. Una de las dos partes (la otra es Debe) en que se divide una cuenta corriente.

111. Hipoteca. Mortgage. Propiedad inmueble (véase Inmuebles) que se ofrece en garantía o seguridad del pago de un préstamo.

112. Honorarios. Fees. Valor o precio de los servicios profesionales. Sinónimo: Estipendio. Véase también Sueldo.

I

113. Importación. Import. 1. Acción de introducir en una país artículos extranjeros. 2. Conjunto de cosas importadas.

114. Importe. Amount. Cuantía de un precio, crédito, deuda o saldo.

115. Impuesto. Tax. Cantidad que cobra un gobierno por ingresos, contratos de compraventa, traspasos, herencias, etc.

116. Indemnización. Indemnization. Compensación por un perjuicio o daño causado.

117. Inflación. Inflation. Aumento en la cantidad de dinero en circulación, lo cual produce una caída en el valor de la moneda y en el aumento de los precios.

118. Informática. Data Processing. Véase Elaboración de Datos.

119. Ingreso. Income. Ganancia o beneficio que procede del trabajo, negocio, o de una propiedad. Véase también: Entrada; Ganancia; Utilidad.

120. Inmuebles. Véase Bienes Inmuebles.

121. Insolvencia. Insolvency. Incapacidad para pagar. Véase también Quiebra.

122. Interés. Véase Rédito.

123. Inventario. Inventory. 1. Documento que comprende la relación valorada de los bienes, créditos, acciones, etc., que posee una entidad, con especificación de las deudas. 2. Los bienes valorados en el documento anterior. Sinónimo: Existencias.

124. Inversión. Investment. Colocación de dinero o capital en un negocio con el fin de obtener ganancias.

L

125. Lema. Véase Cebo.

126. Letra de cambio. Bill of Exchange; Draft. (Muy frecuentemente llamada sólo Letra). Documento que comprende el giro de una cantidad en efectivo que hace el librador a la orden del tomador, al plazo que se expresa, indicando la procedencia del valor y el lugar en que debe hacerse el pago. Véase también Libranza.

363

127. Librar. To order a payment. Expedir letras de cambio, libranzas, cheques, etc.

128. Libranza. Order of Payment. Orden de pago que se expide generalmente por carta, contra uno que tiene fondos a disposición del que la emite. Cuando la libranza es a la orden (o sea, transferible por endoso) equivale a la letra de cambio. La libranza ahora tiene poca importancia.

129. Liquidación. Liquidation; Settlement. 1. Ajuste de cuentas. 2. Venta, generalmente al por menor y a precios bajos, de todas las existencias de un establecimiento comercial.

M

130. Materias Primas. Raw materials. Cualquier material usado en su estado natural o ligeramente modificado para ser usado en una manufactura.

131. Mayoreo. Wholesale. Compra o venta al por mayor.

132. Mayorista. Wholesaler. El que compra o vende al por mayor.

133. Mecanografía. Typewriting. Técnica de escribir a máquina.

134. Mercado de Valores. Véase Bolsa.

135. Merma. Shrinkage; Leakage. 1. Porción que se consume naturalmente. 2. Desgaste o disminución natural.

136. Minorista. Véase Detallista.

137. Monopolio. Monopoly. Control exclusivo de un artículo o servicio en un mercado, lo cual hace posible la fijación de precios y la eliminación virtual de la libre competencia.

138. Muestra. Sample. Porción pequeña de una mercancía que sirve para conocer su calidad.

N

139. Neto. Net. Lo que queda después de reducir o rebajar lo accesorio.

140. Nómina. Payroll. Relación o lista de los nombres de los empleados que reciben sueldo en una empresa o institución.

O

141. Obligación. Debenture. Título al portador que representa un préstamo, con interes, hecho al Estado o a una compañía. Véase también Bono.

142. Orden. A la orden es una expresión que en los documentos comerciales indica que se pueden transferir por endoso. No es propio usar la palabra orden por pedido de mercancías.

P

143. Pagaré. Promisory Note. Documento en el cual una persona (deudor) se compromete a pagar a otra (acreedor) una cantidad de dinero(deuda), previa la fijación de un plazo determinado o determinable (vencimiento).

144. Partida. Entry. Véase Asiento.

145. Pasivo. Liabilities. Importe de los débitos y obligaciones de una persona o entidad. Antónimo: Activo. Véase también Adeudo.

146. Peaje. Toll. Derecho de tránsito.

147. Pedido. Order. Requisición de mercancías.

148. Peso bruto. Gross wieght. El peso de una mercancía con inclusión de su envase.

149. Peso neto. Net weight. El peso de una mercancía con exclusión de cualquier otro aditamento o envase.

150. Plaza. Place. 1. Población en que se hacen operaciones mercantiles. 2. Los comerciantes de una ciudad. 3. Operaciones mercantiles en una ciudad.

151. Plazo. Date of payment. 1. Tiempo o término para responder, o satisfacer una deuda. 2. Installment. Cada parte de una cantidad pagadera en dos o más veces. En este sentido es sinónimo de Abono.

152. Plica. Escrow. Véase Cuenta de garantía o resguardo.

153. Poder. Proxy. Autorización para hacer una cosa en nombre de otra persona o entidad. Véase también Apoderado.

154. Póliza. Policy; Certificate. 1. Documento en que se hacen constar las condiciones de contratos, seguros, fletamento. 2. Voucher. Libranza u orden de pago.

155. Por mayor. Véase Mayoreo.

156. Por menor. Véase Menudeo.

157. Portador. Bearer. Persona que presenta al cobro un documento de crédito.

158. Porte. Véase Franqueo.

159. Premio. Premium. Cantidad que se añade en un cambio para igualar el valor de las cosas intercambiadas.

160. Prescripción. Statute of limitations. Extinción de una carga, obligación o deuda por el transcurso de cierto tiempo, junto con la responsabilidad penal.

161. Prestaciones. Fringe Benefits. Ventajas accesorias a un puesto o salario.

162. Prestamista. Moneylender. Persona que entrega dinero a préstamo.

163. Préstamo. Loan. Contrato por el cual un prestamista entrega a un prestatario una cosa para que se sirva de ella y posteriormente la restituya.

164. Prestatario. Borrower. Persona que toma dinero a préstamo. Antónimo: Prestamista.

165. Presupuesto. Budget. Cálculo y balance previo de los gastos de cualquier corporación, pública y privada.

166. Prima. Premium; Bonus. Usualmente es la cantidad de dinero que se paga por el contrato de seguros, de una vez o periódicamente.

167. Programación de datos. Véase Elaboración de Datos.

168. Prorrateo. Proration. Repartición de una cantidad, proporcionalmente a la cantidad aportada por cada persona.

169. Protesto. Protest. Diligencia o testimonio que se hace ante notario público por no ser aceptada o pagada una letra de cambio.

Q

170. Queja. Véase Reclamación.

171. Quiebra. Bankruptcy. Acción legal de declararse insolvente. Sinónimos: Bancarrota; Suspensión de Pagos.

R

172. Razón Social. Firm Name. Nombre de una casa de comercio.

173. Rebaja. Discount; Rebate; Allowance. Reducción en el precio de algo.

174. Recibo. Receipt; Voucher. Comprobante firmado en que se declara haber recibido dinero u otra cosa.

175. Reclamación. Claim; Complaint. El acto de pedir o exigir con derecho o insistencia una cosa.

176. Reclamo. Véase Cebo.

177. Rédito. Interest. Renta, utilidad o beneficio renovable que rinde un capital.

178. Reembolsar. To reimburse. Pagar lo que se tomó prestado.

179. Remate. Auction sale. Venta pública de bienes o arrendamientos al mejor postor.

180. Remesa. Remittance. Envío de cosas, generalmente dinero, para negociar o acreditar en cuenta.

181. Remitente. Sender. Persona o compañía que envía un documento o carta.

182. Rendimiento. Product; Yield; Dividends. Producto o utilidad que da una persona o cosa. Sinónimo: Utilidad.

183. Renta. Rent; Income. 1. Utilidad que, en un período fijo, produce un capital. 2. Cantidad que paga un inquilino. 3. Sinónimo de Ingreso.

184. Requisición. Requisition; Order. Véase Pedido.

185. Rescisión. Cancellation. El acto de deshacer o invalidar legalmente un contrato o compromiso por causa legítima.

S

186. S.A. Abreviatura de "Sociedad Anónima"

187. S.A.C.V. Abreviatura de "Sociedad Anónima de Contabilidad Variable."

188. Salario. Véase Sueldo.

189. Saldar. To settle a debt; To liquidate. 1. Pagar enteramente una cuenta. 2. Vender toda la marcancía a bajo precio.

190. Saldo. Balance; Rest. 1. Lo que queda de una cuenta después de haber hecho uno o varios abonos. 2. Pago total de una cuenta. 3. Resto.

191. S. en C. Abreviatura de "Sociedad en Comandita."

192. S. en C. por A. Abreviatura de "Sociedad en Comandita por Acciones."

193. Seguro. Insurance. Contrato con que se aseguran los caudales o efectos y las personas que corren algún riesgo.

194. S.E.U.O. Abreviatura de "Salvo error u omisión".

195. Sindicato. Labor union. Asociación formada para la representación y defensa de intereses individuales y colectivos de todos los asociados.

196. Slogan. Slogan. Véase Cebo.

197. Sobregiro. Overdraft. Acto de girar más del crédito disponible.

198. Sociedad Anónima de R.L. Corporation of limited liability. Sociedad en que el capital social está dividido en acciones que se distribuyen entre los diferentes socios, limitándose la responsabilidad de cada uno al valor de las acciones que tiene en su poder. Estas se pueden formar por subscripción pública o privada.

199. Sociedad en Comandita. Corporation of limited partnership. Sociedad en que unas personas prestan fondos y otras los manejan en su nombre particular.

200. Solicitar. To apply. Gestionar o buscar un puesto. La persona que solicita es un solicitante; el documento es una solicitud.

201. Solvencia. Solvency. Capacidad de pago.

202. Subasta. Véase Remate.

203. Sucursal. Branch. Establecimiento que depende de otro, localizado en parte diferente de una ciudad, estado o país.

204. Sueldo. Wages; Salary. Remuneración por un cargo o servicio.

205. Superávit. Surplus. Exceso de los ingresos sobre los gastos.

206. Suspensión de Pagos. Véase Quiebra.

T

207. Talón. Stub; Counterfoil. Libranza u otro documento que se corta de un libro o talonario, quedando en él una parte para acreditar su legitimidad.

208. Talonario. Checkbook. Libro o libreta de cheques.

209. Tara. Tare. Peso que se rebaja por razón del envase o cubierta. El peso bruto menos la tara da el peso neto.

210. Taquigrafía. Shorthand. Técnica de escribir tan de prisa como se habla, por medio de ciertos signos y abreviaturas.

211. Tarifa. Tariff. Tabla o catálogo de los derechos, precios e impuestos que se deben pagar por alguna cosa o trabajo. La tarifa de las aduanas y del ferrocarril se llama comúnmente Arancel.

212. Tasa. 1. Tax (Véase Impuesto). 2. Appraisal. Precio puesto a cosas por una autoridad.

213. Tasar. To appraise. Poner precio a una cosa.

214. Tenedor. Véase Portador.

215. Teneduría. Bookkeeping. Arte de llevar los libros de contabilidad.

216. Testador. Testator. Persona que hace o dicta testamento.

217. Tipo de cambio. Foreign Exchange Rate. Valor relativo de monedas de países diferentes. También se le llama solamente Cambio.

218. Título de crédito. Credit Instrument. Documento que representa deuda publica o valor comercial.

219. Trueque. Barter. Permuta o cambio de una cosa o servicio por otra u otro. Su verbo es trocar.

U

220. Usufructo. Usufruct; Use. Derecho de usar la propiedad ajena y aprovecharse de todos sus frutos sin deteriorarla.

221. Utilidad. Profit; Gain. Ganancia en una empresa o transacción comercial.

222. Utilidades brutas. Véase Ganancias brutas.

223. Utilidades netas. Véase Ganancias brutas.

V

224. Vacante. Vacancy. Cargo o empleo que está sin ocupar.

225. Vale. Note. Documento por el cual se reconoce una deuda, obligación, etc. Nota firmada que se da al que ha de entregar una cosa.

226. Valores. Securities; Stocks and Bonds. Títulos representativos de haberes o créditos en sociedades, de cantidades prestadas, de fondos o servicios y que son materia de operaciones mercantiles, vgr., obligaciones, acciones, bonos, cédulas hipotecarias, etc.

227. Vencimiento. Maturity. Cumplimiento del plazo de una deuda, obligación, etc.

228. Vendedor al mayoreo. Véase Mayorista.

229. Vendedor al menudeo. Véase Detallista.

230. Visto Bueno. O.K. Fórmula que se pone al pie de algunos documentos, la cual da a entender que están ajustados a los preceptos legales o a la costumbre establecida. Se abrevia: Vto. Bno. o también V^{o} B^{o}.

ENGLISH-SPANISH
COMMERCIAL TERMINOLOGY
CROSS-REFERENCE

A

1. Account. Contabilidad.
2. Acknowledge receipt (to). Acusar recibo.
3. Act of God. Fuerza mayor.
4. Addressee. Detinatario.
5. Advanced payment. Anticipo.
6. Agent. Agente o Gestor.
7. Amortization. Amortización.
8. Amount. Importe.
9. Apply (to). Solicitar
10. Appraisal. Aforo, Avalúo, o Tasa.
11. Appraise (to). Tasar.
12. Assets. Activo.
13. At sight. A la vista.
14. Auction sale. Almondea, Remate, o Subasta.
15. Auditing. Auditoría.
16. Automation. Automatización.

B

17. Backer. Fiador
18. Bail. Fianza.
19. Balance. Saldo.
20. Balance Sheet. Balance General o Estado de Pérdidas y Ganancias.
21. Bankruptcy. Bancarrota, Quiebra, o Suspensión de Pagos.
22. Bargain. Ganga.
23. Barter. Trueque.
24. Bearer. Portador o Tenedor.
25. Bill of exchange. Giro, Letra, o Letra de cambio.
26. Bill of lading. Conocimiento de embarque.
27. Bond. Bono o Fianza.
28. Bondsman. Fiador.
29. Bonus. Prima.
30. Bookkeeping. Teneduría.
31. Borrow on Credit (to). Fiar.
32. Borrower. Prestatario.
33. Branch. Sucursal.
34. Budget. Presupuesto.

C

35. Cancellation. Rescisión.
36. Capital. Capital.
37. Cash. Contado, Dinero en efectivo, o efectivo.
38. Cash Statement. Carte de caja.
39. Cashier's desk. Caja
40. Certificate. Póliza.
41. Certificate of Deposit. Certificado de deposito.
42. Charge. Cargo.
43. Checkbook. Talonario.
44. Checking Account. Cuenta corriente.
45. Claim. Queja o Reclamación.
46. Collateral. Aval.
47. Commission. Comisión.
48. Complaint. Queja o Reclamción.
49. Consignment. Consignación.
50. Corporation of limited liability. Sociedad Anónima de R.L. (S.A.)
51. Corporation of limited partnership. Sociedad en Comandita. (S.en C.)
52. Cosignee. Consignatario.
53. Counterfoil. Talón.
54. Credit (the). Abono, Cedito, o Haber.
55. Credit (to). Acreditar
56. Credit an account (to). Acreditar una cuenta.
57. Credit Instrument. Título de credito.
58. Creditor. Acreedor.

59. Customer. Cliente.

60. Customs. Aduana.

D

61. Data Processing. Elaboración de Datos, Informática, o Programación de Datos.

62. Date of payment. Plazo.

63. Debenture. Obligación.

64. Debit. Cargo o Debe.

65. Debtor. Deudor.

66. Decrease. Baja.

67. Depreciation. Depreciación.

68. Discount. Bonificación o Descuento.

69. Dividends. Rendimiento.

70. Draft. Giro.

71. Dues. Derechos.

72. Duties. Arancel o Tarifa.

E

73. Earnings. Ganancias.

74. Effects. Efectos.

75. Embezzlement. Desfalco.

76. Enclose (to). Adjuntar o Anexar.

77. Endorse (to). Endosar.

78. Endorsement. Aval.

79. Entry. Asiento, Entrado, Ingreso, o Partida.

80. Escrow. Cuenta de garantía o Fliça.

81. Exchequer. Fisco.

82. Executor. Albacea.

F

83. Fees. Derechos. Estipendio, o Honorarios

84. File. Expediente

85. Foreign Exchange Rate. Tipo de cambio.

86. Freight. Flete.

87. Fringe Benefits. Prestaciones.

88. Funds. Fondos.

G

89. Gains. Ganancias o utilidades.

90. Goods. Artículos.

91. Goods and Services. Bienes y Servicios.

92. Gross earnings or income. Ganancias o Utilidades Brutas.

93. Gross weight. Peso Bruto.

94. Guarantor. Fiador.

95. Guaranty. Garantía.

I

96. Import. Importación.

97. Impound. Embargo.

98. Income. Ingreso o Renta.

99. Increase. Alza.

100. Indebtedness. Adeudo.

101. Indemnization. Indemnización.

102. Inflation. Inflación.

103. Insolvency. Insolvencia.

104. Insurance. Seguro.

105. Interest. Interés o Rédito.

106. Inventory. Existencias o inventario.

107. Investment. Inversión.

108. Invoice. Factura.

L

109. Labor Union. Sindicato.

110. Leakage. Merma.

111. Lease (to). Arrendar.

112. Letter of credit. Carta de crédito

113. Liabilities. Pasivo.

114. Liquidate. Saldar.

115. Liquidation. Liquidación.

116. Loan. Empréstito o Préstamo.

M

117. Manager. Gerente.

118. Maturity. Vencimiento.

119. Moneylender. Prestamista.

120. Monopoly. Monopolio.

121. Mortgage. Hipoteca.

122. Mortgages Bonds. Cédulas hipotecarias.

N

123. Net. Neto.

124. Net earnings or income. Ganancias Netas o Utilidades Netas.

125. Net weight. Peso neto..

126. Note. Vale.

127. Notes and accounts receivable. Cartera.

O

128. O.K. Visto Bueno.

129. On account. A cuenta.

130. Order. Pedido o Requisición.

131. Order a payment (to). Librar.

132. Order of payment. Libranza.

133. Overdraft. Sobregiro.

P

134. Patron. Cliente.

135. Payroll. Nómina.

136. Place. Plaza.

137. Policy. Póliza.

138. Postage Rate. Franqueo o Porte.

139. Premium. Premio o Prima.

140. Product. Rendimiento.

141. Profit. Utilidad.

142. Profits. Ganancios.

143. Promisory Note. Pagaré.

144. Proration. Prorrateo.

145. Protest. Protesto.

146. Proxy. Apoderado o Poder.

Q

147. Quotation. Cotización.

R

148. Raw materials. Materias Primas.

149. Real Estate. Bienes inmuebles, Bienes raíces, o Inmuebles.

150. Rebate. Bonificación, Descuento, o Devolución.

151. Receipt. Comprobante o Recibo.

152. Refund. Devolución.

153. Reimburse (to). Reembolsar.

154. Remittance. Remesa.

155. Rent (the). Renta.

156. Rent (to). Arrendar.

157. Requisition. Requisición.

158. Rest. Saldo.

159. Retailer. Detallista o Minorista, o Por menor.

S

160. Salary. Salario o sueldo.

161. Sample. Muestra.

162. Savings account. Cuenta de ahorros.

163. Security. Fianza; Valores.

164. Sender. Remitente

165. Settle a debt (to). Saldar una cuenta.

166. Sheer Force. Fuerza mayor.

167. Shorthand. Taquigrafía o Estenografía.

168. Shrinkage. Merma.

169. Slogan. Cebo; Lema; Reclamo.

170. Solvency. Solvencia.

171. Statute of Limitations. Prescripción.

172. Stocks. Acciones.

173. Stocks and Bonds. Valores.

174. Stock Broker. Agente de bolsa; Corredor.

175. Stock Exchange. Bolsa.

176. Stub. Talón.

177. Surety. Fianza.

178. Surplus. Superávit.

T

179. Tare. Tara.

180. Tariff. Tarifa; Arancel.

181. Tax. Impuesto; Tasa.
182. Taxable year. Ejercicio fiscal.
183. Taxpayer. Causante
184. Tenant. Arrendatario.
185. Testator. Testador.
186. Toll. Peaje.
187. Treasury. Fisco.
188. Trust (the). Fideicomiso.
189. Trust (to). Fiar.
190. Trustee. Fideicomisario.
191. Typewriting. Mecanografía.

U

192. Use. Uso.
193. Usufruct. Usufructo.

V

194. Vacancy. Vacante.
195. Voucher. Recibo; Comprobante.

W

196. Wage. Salario; Sueldo.
197. Wholesale. Mayoreo; Al por mayor.
198. Wholesaler. Mayorista.

Y

199. Yield. Rendimiento.

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BUSINESS SPANISH: A TESTING/LEARNING DEVICE

by

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Business Spanish: A Testing/Learning Device

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Our Spanish Section has a unique, full-year, sequenced, third-year course called Advanced Spanish. Our business Spanish course used to be also numbered on the third-year level. We found that students who had been "checked out" through our Advanced Spanish courses were significantly better prepared to undertake our business Spanish course. Now on the fourth-year level, it has a prerequisite of three years of college Spanish or its equivalent. It is essentially designed to provide vocabulary building plus familiarization with syntax and other idiosyncrasies peculiar to business Spanish. In the process, we feel that we must not lose sight of the students' need to maintain and increase their basic Spanish skills. The device referred to in the title provides a means for measuring acquisition of these skills with a specific emphasis placed on the acquisition of the new material.

The sequence of 1.) "testing" then 2.) "learning" alluded to in the title indicates a belief that learning comes through testing as well as by other means. The device in question helps to ascertain the level at which the students do perform while raising the level of vocabulary items made useable as well as comprehension, primarily, of printed texts, but also, in some cases, of aural perception and oral production. Additionally, this technique attempts to simultaneously maximize the freedom of expression available to the students and the uniform application of evaluative techniques available to the "appraiser" of the students' performance. Ultimately this technique provides some means for remediation along with expansion.

The supply of materials is virtually inexhaustible. The approach elected may consist of a two or three-day sequence making use of only a part of each class day or what turns out to be actually one day devoted exclusively to this activity. In one variant of the technique the primary focus is on reading and writing. In another, the primary focus remains similar but significant emphasis is placed on vocabulary acquisition and retention through multi-sensory stimulation (aural, oral and visual) finally transferred to writing (which obviously is another visual stimulus) which we hope makes the circle complete: the visual concretized by writing providing a bank of referents for future discourse of all types. The device both constrains and stimulates the students' production of an original written text in both languages. There are no restrictions on the number of words used in this production nor need there be on other types of expansiveness.

An evaluation by means of points is given in three areas: 1.) the correct choice of the items from one langauge to the other, 2.) grammar and 3.) content. Each category is totalled individually and then these totals are added for the grand total. This series of tests then is easy to average and the students may at any time average their test scores themselves and be provided with an unequivocal expression of their standing in this area of the course. This, plus the perception of maximum objectivity both in the composition of the test together with its evaluation, seems to contribute toward a positive atmosphere in the classroom which enhances the learning process.

Two important philosophies underlie the point of view of the teacher regarding how the teaching of a second language is pursued. One comes from the belief that in a situation where grades must be given, probably some form of traditional "testing" will satisfy the most people and attitudes. The other comes from the "humanistic" (for lack of a better term) approaches to the acquisition of second languages (C-L/CLL [Counseling-Learning/Community Language Learning], Stevick, Gattegno and others) which among other things seem to be saying: Provide the students with as much opportunity as possible to devise their own means for learning the language. The Testing/Learning Device facilitates the attainment of both of these goals. In the first place, since virtually any form of "testing" is imperfect at best, undue importance cannot be placed on it. Therefore, in an attempt to ameliorate the imperfections of the test and the tester, a policy is used which allows students to "re-take" tests and/or quizzes within a reasonable amount of time. For obvious reasons the same test is not to be retaken. In order to maintain the highest levels of objectivity, the test must be replicatible practically without inequalities from one form to another. So as to minimize effort on the part of the "appraiser" of the tests, an item selection process is employed using a system of random choice. The one method attempted thus far which seems to have easy applicability is that of using the durable "Leader" round-corner cards. These cards are 2 5/16" x 3 7/8" with a glossy coating. When written on with various sizes of felt-tip pens using permanent ink, the cards have an extremely long life and lend themselves to literal use in the process of shuffling for the purpose of random selection of items. I'm indebted to C-L/CLL for introducing me to these types of cards and their application in actual card games used in the acquisition of second languages. This method of random-choice test/quiz replication can be used in many forms of testing. Its usage for the purposes of this paper will be restricted to the Testing/Learning Device.

In regard to providing the students with an opportunity to devise their own means to learn the second language, although they are constrained to dominate a select text and vocabulary therefrom, and to demonstrate this dominance by means of writing, the end result is an original composition which, with the exception of the core vocabulary required, will show little resemblance from student to student. Nevertheless, unlike the traditional "free" composition (even with a required vocabulary), the uniformity of grading derived from the employment of the Testing/Learning Device enhances evaluation for the "appraiser" and learning for the students since they soon learn on their own if they do not believe your explantion that they are all being treated equally, that there is a common goal that they are all striving for and that there is no "curving" of grades with which to become outraged.

Another philosophical point of view which is important to the use of the Testing/Learning Device is that no matter how well material may be presented in class and no matter how much time may be spent in this presentation, some students at some times will not feel ready and/or will still not have prepared adequately on their own and/or will demonstrate in the final analysis, that is on the test itself, that they have not mastered the material up to the desired level. This determination can only be made by the student. That is, there are those who will only be satisfied with an "A" or a "B" and so on. Thus, in the interests of teaching and learning for mastery, it is incumbent upon us as teachers to provide the students with the opportunity to indeed master the material. In order to help meet this need, a strong recommendation is made to provide for a policy of allowing tests to be re-taken. Some students just will not be able to function in the testing atmosphere without first "getting their feet wet," particularly on the first test experience in a new class with an unknown instructor. Coincidentally, allowing for "re-takes" also provides the wherewithal to allow the teacher the occasion to make amends for a less than satisfactory job in the realms of explanation, providing practice of the target items and/or test construction. Having the students come to the instructor's or student assistant's office for the "re-take" will also facilitate the possibilities for individualizing instruction either before and/or after doing the "re-take." Considerable remediation can take place this way without taking more class time and yet greatly benefitting the individual student.

In reference to the virtually inexhaustible supply of materials, any text lends itself to conversion into a Testing/Learning Device. Preliminary usage of the text may be pursued by analyzing it in any way that the students and teacher have been using and are comfortable with. Ultimately a method must be worked out to highlight vocabulary from the text. This vocabulary highlighting may consist of 100% new vocabulary or a mix of new and old vocabulary. An arbitrary yet defensible method of vocabulary choice would be to count words in a short selection or lines in a longer selection with lines of generally uniform length and choose one word or phrase per so many words or lines. This most likely would include familiar as well as new words. Since one goal to be met by means of this method of test composition is the ultimate construction of a written piece, the inclusion of familiar words along with the new ones appears to help keep up the students' confidence while composing. A recommended number of words to be highlighted is in the range of 30-40 with the actual test consisting of an arbitrary random choosing of 20-25. This is because I have found that it is reasonable to expect the students to be able to assimilate and "master" 30-40 words (old and new) in context in the typical amount of time usually available in which to carry out these exercises and testing. Practice has shown that even the most capable students on the upper levels are challenged to produce a "good" piece of writing in a 50-minute test period utilizing 20-25 required words. This "good" piece of writing, of course, is judged on the basis of level of acquisition of the students. For example, in a beginning-level course, each highlighted word or phrase may only generate one sentence which reflects a "good" recall of the use of the word or phrase from context and a "good" use of grammar and syntax whereas on a higher level we may reasonably expect that a "good" true summary of the text in question can be produced by the word and phrase stimuli.

Another reason for line or word counting is that with the length of the piece, the spacing between words and phrases chosen for the test will vary and it would seem desirable that an even spacing throughout the text be maintained so the students will study the whole text since another of the goals of this methodology is to increase reading ability. With this process, the students are motivated to pay at least cursory attention to the whole text but only look up or otherwise master words in additon to the indicated test words which they feel are vital to their preparation for the test. The hope is that in this way they will be encouraged to do inductive reading as we all preach to them but seldom find the means for inducing in them.

It is not recommended that the students be left to their own devices in looking up the highlighted vocabulary since we all know how treacherous dictionary work can be even for advanced students. Therefore contextual meaning should be provided for the students. There are several methods available. An explanation of these methods experimented with to date proceeding from the least desirable to the most desirable would begin with the method of simply referring to your copy of the text while the students refer to theirs and you, by hook or crook, indicate to them each word or phrase that you want to highlight and what their contextual meanings in the students' native language are. This method seems to be undesirably time-consuming. It cannot ensure that all the students receive identical information, especially when working from a text without numbered lines. The potential for confusion and misunderstandiing is high, particularly amongst the shyer students who have shown themselves to be inhibited about slowing down the process by asking what they would consider to be "dumb" questions. The pressures are equally great upon the teacher who sees the time slipping away with unanticipatible questions and who visualizes having to restructure lesson plans.

Some chosen texts may have glosses and these glosses in whole or in part may lend themselves to the task at hand. One advantage of ready-made glosses is that obviously the words and/or phrases are already contextually defined. Depending on the type of gloss provided, a useful amount of contextual explanation may also be provided (such as business Spanish terminology or usage which may have one meaning in one environment and a different one in the business-Spanish environment). On the other hand you may find that not enough words or too many words are glossed to suit your needs. You may then still need to "edit" to provide your students with the desired experience. In doing so you are once again faced to some degree with many of the same problems inherent in trying to work from a "naked" text as explained above. This problem can be ameliorated considerably if the text can be reproduced on an "overhead" transparency medium whereupon you can cross out or add words as needed and feel assured that all the students are simultaneously receiving the same information and that the potential for confusion is considerably lowered as the slower students constantly have a visual reference on the screen to check in case of indecision and if still unsure they usually seem more willing to ask questions since they can quickly and easily indicate to you where the point of contention is located.

Several methods of teacher-produced glosses may be utilized; such as (again, from lowest desirability to highest) taking a text without a "ready-made" gloss and reproducing it on an "overhead" transparency medium as mentioned above. Accordingly you can simply write directly on the transparency medium indicating the words and phrases to be used. If you must use this method, it is strongly recommended that the contextual equivalencies in the native language be written on the transparency before coming to class. Otherwise undue confusion occurs as the faster students are frustrated with what for them is a too slow pace and the slower students are frustrated with what for them seems to be a too rapid pace. With the highlights and contextual meanings already provided, the faster students work ahead with greater feelings of satisfaction and the slower students have their time to proceed at a speed closer to what they perceive as their own pace. If you find upon discussion in class that another contextual meaning would "sound better," it is a simple matter, having used the appropriate pen(s) for highlighting and writing, to change the contextual meaning. This seems to be a minor consideration since on the levels that I've had the opportunity to use the Testing/Learning Device, it has proven to be rare that discussions on such fine points take place. The major advantage of this method is that it saves a lot of teacher-time. It is relatively much easier and quicker to produce an original gloss directly on the transparency then for example it is to utilize the next method.

If you have the technological capacity to produce "overhead" transparencies, in all probability you have the technological capacity to produce a spirit master by the "thermal" method. The advantages here are considerable. 1.) This approach encourages a more measured approach to the text in question which may allow for a more complete absorption of the material by the students: You may simply hand them the material one day and allow them at least a day to look it over. Or, it may be just handed out at the end of the class period with the assignment to "read and understand," if so desired, and no other class time need be spent on it that day. This often has the effect of somewhat "individualizing" the approach as some students will be eager to look it over in the comfort of their own domiciles while others may be reluctant to consider it at all until finding it absolutely necessary in order to enhance their progress in the course. 2.) Obviously all students are receiving the same information and time constraints in effect disappear, at least temporarily. 3.) Further exploration of the text can occur at almost any convenient time. 4.) Reproduction of the teacher-glossed text to be made available for student comsumption is simple although admittedly more time-consuming and demanding for the teacher than just simply working from a teacher-produced transparency. Once the spirit master is produced from the original text, be sure to retain the "ink pad" and manually highlight the words and phrases and write their contextual meanings directly on the thermally-produced spirit master. Problems which may occur here are that the available margins from the original are insufficient to use for glossing. Also it is important to choose a text which has a large enough type size to clearly reproduce by this method since thermal reproduction usually diminishes acuity.

Depending on the limitations faced by the teacher, we cannot overlook the possiblities provided by the teacher "creating" a text. This text may come from "scratch" or may be an adaptation of some other text with the addition of a gloss as the main emendation in mind. Spirit master or mimeograph reproduction would probably be the two most common methods employed for this purpose. On the other hand, the what would appear to be excessively time consuming aspects of this approach should be obvious.

Now that a means for providing the students with the materials has been determined, its "study" must take place. There are many ways to approach this "study." The methods used throughout the time that foreign-language texts have been read and studied probably can all be applied here also. Brief mention might be made however of some possibilities for increasing aural and well as oral skills in addition to the obvious which is accomplished primarily through the various visual stimuli/response methods. That is, before and/or after the test is given, the "overhead" transparency can be used to show the students some random-choice examples and have them extemporaneously compose a summary of the material as an oral group project. This can be done before the test is given if enough "study" has been put in so that the students will feel the confidence and have enough of the material under control to be able to willingly participate in this type of exercise. For those who regularly give individual oral tests already, this same type of stimulus could be used for the testing situation. In the latter case, experience would seem to dictate that this type of testing might best follow the written testing outlined in this paper.

Once the "study" has been completed, the test itself must be constructed. The quickest way in terms of medium is once again likely to be the overhead transparency. The 20-25 randomly-chosen words are simply written in the native language on the transparency and projected on the screen on the test day. Of course the usual methods of spirit master and other types of reproduction may be used.

Then the students' task, depending on level-of-acquisition, becomes that of making use of the randomly-chosen words to produce, ideally, a well-written summary of the text which has been the focus of the exercises, etc. employed in its "study." As a part of "procedure," it must be made clear to the students that, from the highlighted vocabulary now set forth for their use on the test, regardless of the form in which the vocabulary may be illustrated, nouns may be used in the "summary" either in the singular or the plural and where appropriate, their gender may be changed. Similarly, adjectives may be changed from their illustrated form to singular, plural, masculine and/or feminine and verbs may be changed to any appropriate form consistent with the intent of producing an accurate and entertaining summary of the studied text, i.e., conjugated as necessary with no restrictions on person, number, tense or function. This is to allow all possible leeway for the student to create an original composition within the controls imposed. In practice to date this process has seemed to give a good indication of the level of control over vocabulary, syntax and grammar.

Another important "rule" for the production of this summary is that the words and phrases projected (or otherwise provided for the test day) must be used in the sequential order given. This is to help assure that the composition on the test day is an original one and that the students have come that day "prepared" in the best sense of the word to "create" as well as to show mastery of vocabulary, syntax and grammar. That is, that they do have these basic elements under control and are now ready, hopefully, to go beyond the basics to such things as style, for example. This "rule" of using the words and phrases in the sequential order given will cause the lower-level students to create a more halting "summary" than the upper-level students where my experience has shown that the more adept can turn this restriction into a challenge which we hope stretches their minds and creative abilities at the same time that it tests their dominance of the basic language items. For the lower-level students, it would seem advisable to minimize or even not mention the idea of creating a "summary" since they conceivably have been doing that sort of thing in their native language and may strongly feel the inadequacies of a summary written within the stated bounds. This feeling could surely be heightened on this level because the length of the text will tend to be shorter than on the upper levels and therefore the number of words and phrases chosen from it will be higher in percentage than from the longer upper-level texts. The lower-level students will subsequently be left with less flexibility, yet this has not proven to be a problem since a greater flexibility is unlikely to be able to be utilized by these students in any case.

The "grading" procedure outlined earlier helps to assure that the quality of the summary is not an overriding factor if the three categories are "weighted" properly. Also the number of words and phrases highlighted on the lower level may be less than the recommended 20-25 which consequently would lower the number of words randomly chosen for the test. In beginning-Spanish classes a total of 15-20 words and phrases highlighted with 10 words and phrases randomly chosen for the test (with a shorter text, of course) has proven to provide the minimum for a sufficient challenge for all the students in the class and a sufficient vehicle for evaluation by the "appraiser." As the class' abilities increase, a possible increase in items might be considered.

Depending on the number of items, which would affect the amount of time needed to be able to complete the test, it may not be necessary to use the whole class period for the test. If this is the case, it is highly recommended that this type of test be given at the end of the period, not at the beginning. Allow sufficient time for the majority to finish the test comfortably and allow those who finish before the end of the period to leave (already knowing their assignment for the next day, of course). This practice has shown to lessen tension in the test-takers and in a certain sense "reward" those who have worked efficiently and/or who have not used excessive amounts of time in agonizing over decisions of how to compose, what forms to use, and the like. Giving the test at the beginning of the period seems to frustrate the quicker workers (notice the purposeful avoidance of the words "better students" since the quickest are not necessarily those who get the highest grades) who have to wait for their classmates to finish before the whole class can go on to other things. Conversely, the slower workers seem to get embarassed and are keenly aware of their classmates' impatience. Tension is further lessened by the students' knowing that any quiz/test may be re-taken.

The "weighting" of the three "grading" categories should first of all give the greatest emphasis to the acquisition of vocabulary as the most basic step in this testing process. This point of view is held because effectively obtaining and manipulating target-language vocabulary is one of the biggest stumbling blocks in the acquistion of a second language. Nonetheless, mere memorization of vocabulary has proven to be a relatively ineffective exercise. The vocabulary must be "internalized." Hopefully one approach to achieving this goal is to use the vocabulary in a meaningful context; hence the format of a "summary." Naturally an acceptable level of control over grammar and syntax must be demonstrated in order for the "summary" to have meaning for native speakers of the target language. A category to indicate appraisal of this area should therefore come next on the hierarchy of "grading weighting." Finally, encouragement to "create" should be included; hence the final category.

For the sake of simplicity and clarity, these categories can be indicated right on the students' papers when grading them. Several ways of weighting might be employed. For example, in a ten-item test, seven points might be awarded for each item. A twenty-item test might have four points per item and a twenty-five-item test might have three points per item. It is suggested that no discretion be used in awarding a partial number of points. This is in order to maintain an obvious greatest "weight" on simple vocabulary acquisition. Once the points awarded for vocabulary items have been determined, write that number on the student's paper. After having marked the grammatical problems in the students' summaries, a simple one-point-per-mark count may be made of errors. An exception to this might be on the higher levels where "ERRORES BASICOS" (verb/subject; noun/adjective agreement and the like) might be counted as two points off apiece. In any case a simplified grading process is recommended to avoid counting off for every little "red mark." That is, a limited number of points available for grammatical errors is allowed dependent on the number of items chosen for the test and the number of points allowed per item, i.e., a ten-item test as described above would call for twenty points allowed for the grammar considerations; a twenty-item test: ten points allowed for the grammar considerations and twenty-five items = fifteen grammar points. Similarly a limited number of points available for "style" grading is allowed. Ten is recommended since the whole grading process is based on the arbitrary assignment of letter grades by numbers, i.e., 100-90 = "A," 89-80 = "B," 79-70 = "C," 69-60 = "D" and anything less = "F." Logically with ten as the base for a "style" grade, 10-9 can equal a "subjective" "A," 8 can equal a "subjective" "B," etc. This assignment of grades can be more objectively explained to the students on the basis that a 7 would mean a "C" and that would be the minimum grade that all would be expected to earn for "content." Less than that grade would be awarded if any major factual errors (or, depending on the level of acquisition, any unacceptable "style" errors) were commited. For each such error, one "point" would be deducted. To keep the general tenor of the "grading" positive, grades of 8, 9 or 10 for "content" would be given in the case of a particularly attractive piece of writing (turns of phrase, unique combinations of vocabulary, sophisticated levels of syntax, etc.).

The points awarded for these last two categories should then be written under the number already assigned for correct choice of vocabulary items. The grade for grammar should be designated somehow (perhaps just with the letter "G") and the grade for content should be likewise designated ("C"?). These three figures are added and the resultant total equals the number grade for this particular test.

Other variations on grammatical emphases can include such things as requiring that a certain tense or tenses be used in the composition of the summary. On an upper level this approach serves as an excellent check on how well the students can make practical use of the various tenses they are supposed to have under control. A different tense or set of tenses can be required for each time a Testing/Learning Device is used. This is a good way to force the use of the imperfect/preterite contrast and/or the use of the subjunctive: a true instance of "learning by doing" and with the option of re-doing the tests, a strong incentive to "finally get it right" usually results. Another variation would be to limit the highlighted vocabulary to consist of a limited number of items by means of sentence function, i.e., only verbs; these verbs only in a certain tense or in an infinitive form. Here both techniques could be combined, i.e., the highlighted verbs from the text are given on the test in the infinitive form and the summary must be done in the (simple) past in the third person. Obviously several "birds" can be "killed with one stone" in this way.

The advantages to using the Testing/Learning Device and adopting the philosophical points of view delineated earlier are that both teacher and students benefit. There are those students who even with the opportunity of re-taking available to them, prefer to "get it right the first time" and not have to find ways to schedule time for a re-take. Conversely there are those who find a great sense of security and relief in knowing the opportunity exists and thereby are more relaxed on the test day and find that they do better than they would have imagined under other circumstances. If one believes in teaching for mastery, this approach and philosophies seem to tend in that direction. The process of evaluating students' performances is simplified yet kept humane which should do much to reduce tensions in everyone in the classroom which from this viewpoint can only enhance the teaching/learning experience.

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SPANISH COMMERCE IN THE LIBERAL ARTS CURRICULUM: THE OPTION OF THE CERTIFICATE AND DIPLOMA FROM MADRID

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SPANISH COMMERCE IN THE LIBERAL ARTS CURRICULUM: THE OPTION OF THE CERTIFICATE AND DIPLOMA FROM MADRID.

When we look at the history of our institutions of higher learning, we realize how sharp the distinction existing between arts and sciences is. For the faculty members filling one of the categories, those placed in the other are part of a completely different world, very often an unknown world. And, hovering around them, we find a little group of disciplines generally called "languages". Where to place them? Although linguistics is certainly accepted as a science, it is also considered as a separate entity from the body of languages; therefore, we cannot include them in that scientific frame. But since literature is fully accepted as an artistic expression, we can consider foreign languages as a tool to reach an understanding of that artistic expression. From this conception and that division come, I think, all the difficulties that many of my colleagues encounter today when they try to establish the study of Spanish, French or German commerce.

I am, by training, a philologist in Romance and Germanic languages. And languages fascinate me. If we could erase that basic distinction from the mind of many of our foreign language departments and university administrators, they would be able to see that language is the means by which people communicate with each other and, in so doing, shape and develop the culture and civilization of each country. We need, therefore,, to know what they say to understand how they think. What people say and think is only sometimes literature; but it is always the expression of the culture and civilization of their country, with a rich content of traditions and beliefs that must be understood if we really want to achieve communication. In general, our students perceive this before their elders. And among those elders I would count not only faculty members and administrators, but also people in charge of many big corporations, even multinational enterprises. When German or Japanese manufacturers come to visit the States, they usually speak excellent English. And we know that English and other foreign languages are part of the required curriculum of European schools, including those in Russia. It would be mental blindness to suppose that either a prestigious literature or the fact that this country is a world power is the cause of that fluency.If we follow the steps of any one of those foreign corporations we will find that their delegates in France speak perfect French, snd so on.

They have realized that to understand is at least as important as to be understood. This, therefore, is to accept languages as the expression of the human mind condensing all human activity. Except in rare instances, we have not achieved this point in this country. A few days ago a senior member of my department was telling me that the commerce courses had to be considered as part of the language offerings, since "they are certainly not literature", thus perpetuating the very old and blind distinction I mentioned before.

Commerce is a human activity that existed from the beginning of society,It has evolved and developed in all countries, in a parallel way with their artistic evolution. Our students, living in a world where the systems of communication are being constantly perfected and accelerated, understand the need to become acquainted with this special part of a country's development and realize that, in order to succeed today, many of them will need much more than a sound knowledge of literary criticism. The courses in foreign commerce give them this extra perspective.

We have had courses in French and Spanish Commerce at Douglass College for more than twenty five years. We were fortunate enough to be in a very innovative college and we were able to introduce not only the commerce courses but also those dealing with the culture and civilization of those countries, In civilization we study the sociological and historical development of the country as well as its art, and this has allowed us today to fully develop our commerce courses. We offer a program following identical lines in French and Spanish.

Our Spanish Commerce course is part of our upper 300 level offerings. Since our language courses are all in the one hundred and low 200 levels, students registering for Commerce must have a good knowledge of Spanish, both in the written and in the spoken form. Since this knowledge of Spanish is required, no grammar exercises per se will be done during the year; the language, however, is constantly exercised, orally in class and in writing through translations and composition of letters, summaries or business reports.

Since the majority of students have a very sketchy background in business, in order to give the course a more personal connotation I ask my students to choose their own business. Their first assignement is to bring a written summary of what they would need to operate that business: which kind of building or how many rooms, equipment, how many people would they need and what would their duties be, and so on. This assignement shows at once which of the students have at least an idea of what a business enterprise means and which of them need to review completely their whole approach to the matter. The business is given a name by the "owner", so to say, and from that day on all transactions, letters, etc. are written in that company's stationery.

I suppose it could be said that I create a schizophrenic world for the student, but it works, and all of us enjoy it. The material of every lesson becomes a very personal matter for the students and the text books become much more relevant. We study, for instance, what business letters are and how the language used in them should be: clear, concise and specific. Then we learn. . how to use this language in newspapers advertisments. Their next assignment would be to write an ad for a paper, announcing a vacancy in one of the jobs they had stated as required for their business. This ad must be exactly the same size as it would appear in the paper. Then the next assignement would be a letter from the candidate and their reply. All through the year the students are presented each week with a given situation related to the chapters studied: an order that has not been either received or shipped, a customer who does not pay, a need for credit or for a loan, a danger of bankruptcy, the possibility to import or export something and the need to reach an agreement with a firm abroad through telegrams and Telex, and so on. Each student has to face the situation as it refers to his or her own particular business and compose all necessary letters or telegrams.

The course is, in this way, extremely interesting for the students since each of them has been given the freedom to select the kind of business he or she feels attracted to; it is interesting for the instructor, too, because no two letters or documents are ever the same. It is not, however, an easy course for any of us. The students have not only new material every week but also two to three written documents per week; and as their instructor, I find myself immersed in an incredible quantity of papers to correct at the end of each week, all presenting individual challenges.

By taking this course many students have been able to discover their own possibilities in fields not explored before. A liberal arts student, majoring in Spanish, may have never been able to realize before his ability to create a good slogan for his own attractive commercial poster, as he does when we study publicity, or may become fascinated by operations with stocks and bonds when we study the stock exchange. If nothing else, this program has helped them to realize the value of language learning in a completely different perspective, and to discover new and exciting possibilities for their future.

As I said before, we have offered these courses for more than twenty five years; we had to add or change some of our material every now and then , of course, and we have used our courses in Advanced Translation and Advanced Conversation to complement our work in commerce even before the introduction of the foreign Diploma and Certificate. This option did not make any change in the content of our main course.

Our course in Spanish Commerce, therefore, before and after the foreign option, covers the essential techniques and commercial concepts in the Spanish speaking world, with special emphasis in those points where differences are more evident, that is to say, for example in the use of the bill of exchange, the processing of checks, or the courtesy headings for commercial and official letters and documents. A summary of the contents of the course is as follows: commercial letters and their different forms and contents; the post office, ordinary and special mail services; commercial activities and their classification; chambers of commerce; classification of auxiliary personel in a business enterprise; commercial and industrial companies; operations of selling and buying and necessary documents, including letters of complaint and compensation demands; credit and its classification; advertising and publicity; market price, supply and demand; default and bankruptcy, including classification of debtors and systems of collecting payments; banks, their origin, classification and main and secondary operations; the stock exchange; insurance; transports; urgent communications and commercial and official documents.

Although, as I said, these courses have always been well attended, their need was not so evident to the students when vacancies in the teaching profession or related fields were frequent; the relevance of having as many open doors as possible is now very clear in everybody's mind. However, although students probably register for this course with a purely utilitarian point of view,they soon find themselves not only interested in the subject but enjoying its format.

A few years after my becoming chairman of our late department of Romance Languages, the cultural services of the French embassy told us about the possibility of offering a certificate and diploma in business French through an exam provided by the chamber of commerce in Paris. We approached them and we instituted the examinations for that certificate and diploma in 1978. Since we had always tried to offer parallel programs for the languages in the department, it occurred to me, during the period of those negotiations, that we should try to institute the same program for our students in Spanish. I went therefore to see the Spanish cultural attache and explained what I wanted to do. It was evident that he did not know of any program of this kind. He advised me to write directly to the chamber of commerce in Madrid. I do not know if the possibility had occurred to them before my letter; in any case the merit, if any, is not mine; it belongs to the French.

In any case, I received an answer a couple of months later. They were not only interested, they had immediately taken steps to institute ~~them~~ the exams in Madrid for foreign students. A few weeks later they sent me their tentative program and asked for my comments.

With my initial letter I had sent a copy of the French program; the one I received from Madrid did follow the French in some ways, but not in others. It required, for instance, a detailed study of the economy and industry of Spain, a thorough review of the main bank systems in Madrid, and so on. There were, also, a whole list of topics in commercial and industrial laws, applying only to Spanish industries and completely impossible for our purpose. Since both the Chamber of Madrid and myself were very anxious to establish this exam as soon as possible, I wrote to them explaining my objections and, using the tact that I try to teach to my students, I proposed my own program, at least for the time being. The first part of this program was the list of topics outlined above, to which I added a somewhat reduced list of points of the economy of Spain and a similar list about the South American economy. I pointed out that students in this country think first of South America when a reference is made about the Spanish speaking world and that, if they were to find jobs related to this kind of program, it would probably be with Spanish American firms or with American firms with branches in South America. They accepted all my suggestions.

There was also something else that bothered me in th~~eir~~at program, and that was the examination. It was at the same time too simplified and very confusing for the student. They did allow me to propose the format I wanted to use and they approved it, although they said then, and have repeated since, that they could not use it for themselves in Madrid. The reason was very simple. They said that since this exam was offered only to foreign students, one could not expect that people coming from different parts of Europe and with no business background could use such a comprehensive format.

In this context, all my students are foreigners, and they do not major in business but all of them share English as their official language. I was, however, and I am very grateful for the consideration given to my request and for the free hand given to me in the organization of our program.

This examination can be taken at two levels; a lower one, if successfully passed, gives the student the Certificado Básico de Español Comercial. The higher one corresponds to the Diploma. Both exams have a written and an oral part. In the first booklet that the Chamber sent to me in 1979, they specified that the grades from the oral examination would only be considered if the student had passed successfully the written exam. This still stands for the examinations we send to Spain, but in those offered in Madrid the order has been reversed to allow for a more accurate selection of students with a good background in Spanish. It is not necessary for us to adopt this reversed order, since no student is allowed to take either our course or the foreign exam without a good knowledge of the language.

The difference between both levels is, of course, of content. The Chamber of Commerce only requires for the Certificate the basic notions of administrative and commercial organization and the basic commercial terminology. I try to encourage

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all my students to try for the Diploma, mostly because they have to do exactly the same kind of work for me during the year whatever they choose, even if they decide not to take the foreign option, and also because we cover everything that the Diploma demands and more in our regular course.

The format of the Chamber of Commerce examination is as follows:

For the Certificate- A two parts oral exam: 1) a discussion with the examiners of a "contemporary issue of national importance" and 2) questions about administrative and commercial organization of a firm and commercial terminology.

The written exam is divided into three parts: 1) a dictation of a commercial text; 2) a composition of a business letter and 3) answers to ten questions about administration and commercial organization of a firm.

For the Diploma the Chamber divides the oral exam into two parts: 1) discussion, with the examiners, of a contemporary issue; 2) summary of a commercial text.

The written exam is divided into three parts: 1) summary of an article from a commercial, industrial or economics publication, generally a reduction to 1/4 of the words; 2) composition of a commercial or official document and 3) 10 questions about commercial legislation and economy of Spain.

I am sure that all of you have seen the confusing element that I mentioned before; first of all, it must be difficult for foreign students in Spain to decide which contemporary issue would be considered of national importance and adequate for an exam, and once decided, discover where to read about it. The second element of confusion lays in the terms "commercial legislation", since when we look through the booklet this "lesgislation" consists of a list of topics that includes: commercial companies, the bill of exchange, the check, bankruptcy and default, buying and selling, loans and finances, transports, insurance and banks.

Our own exams for the foreign option are organized as follows:

For the Certificate.- The written exam consists of four parts: 1) Development of one of the topics of the program; 2) Dictation of a commercial text; 3) Composition of a business letter; and 4) answers to five specific questions. We have added, therefore, ~~the~~ part 1) and reduced the 4).

The oral exam has three parts: 1) Questions selected from the general program, except those related to economy; 2) translation of a commercial or economics text from English into Spanish; and 3) translation of a commercial oreconomics text from Spanish into English. We have added the two translations and eliminated the "contemporary issue" point.

For the Diploma.- There are four parts in the written exam and five in the oral one. For the written exam: the first part is a translation from English into Spanish of a commercial or economics text; 2) summary of a text taken from a specialized publication, reduced to 1/4 of the original number of words; 3)composition of an official document and 4) 10 questions selected from the whole program.

For the oral exam: 1) selected questions from the program, except the topics related to the economics of Spain and Spanish America; 2) selected questions on the economy of Spain and Spanish America; 3) translation from English into Spanish of a commercial or economics text; 4) translation from Spanish into English of a commercial or economics text and 5) summary and interpretation of a text from an economics or industrial publication.

We have added to the oral part the two translations and the two sets of questions and suppressed the discussion on contemporary issues; in the written exam we have kept the proposed three parts and added one translation.

We schedule the oral exams in a staggered way, so that neither the students nor the examiners waste their time. We allow 15 minutes per student in every one of the items, and allow 15 minutes preparation per item and per student for the oral translations and summary. By staggering the students, all five examiners are attending to five different students and delays are avoided. These preparations of the translations and summaries are carefully proctored, and no books, dictionaries or notes are allowed.

We give the written and oral examinations in two consecutive days. The written exams are sealed as soon as they are collected and they are sent to Madrid on the following day, together with the grades and comments on the oral exams. For the oral part a group of five examiners sit on individual tables, each one with a second chair for the student. We have found that this is less intimidating for the student. Three of the examiners are from Douglass, including myself; and two are sent to us every year from the chamber of commerce of

Madrid in New York.

The program sent by me to Madrid and subsequently accepted consisted of the list of topics I mentioned before plus the addendum on the economy of Spain and Spanish America. For this last part, the main topics are; about Spain: Economic habitat, agricultural production and its diversification, industrial farming, cattle production, forestry, mining, main industries, tourism and transferences. About South America: Differences among the national economies, study of individual problems through historical development, agricultural evolution, agrarian reforms including the problems presented by extremely large and extremely small estates, and industrialization and economic development of Spanish America.

The reason why we insisted in the changes effected in the Madrid exam is very simple. The format proposed was too simplified when compared with what we demand in our course. We did not want to lower our standards, nor did we want to diminish the prestige of the exam of the Chamber of Commerce.

Both the translations and the summaries of specialized articles have always been a part of our training in commerce for students that have generally had very little experience in the subject. Before the adoption of the foreign option, we had often complemented the commerce course with work done in other courses, as I mentioned before. We have now extended and regularized this complement. In Advanced Conversation, for instance, we often use articles or editorials from contemporary Spanish papers and economic reviews. In fact, almost two thirds of the subjects elected for discussion are related to economic issues, advances in industry or commercial situations. In Advanced Translation we select a few literary texts, and proceed to mix them with other fragments on energy production, management and labor, banking adventures, sociological issues, etc.

Of course, since both Conversation and Translation are open to all students, not only to those interested in Commerce, we cannot choose only one kind of subjects for these courses. However, since the subjects chosen are always related to contemporary issues, they certainly are relevant for all students.

Economy and industrial development are included in the courses offered on Spanish Civilization and Spanish America Civilization. This is also a practice we adopted much before the possibility of the foreign exam. We have always believed that both the economy and the industry, or the lack of it, of a given country play an important part in its cultural and sociological development.

Evidently, to incorporate Advanced Conversation, Translation and the two civilization courses as prerequisite for commerce would be an excellent idea. However, in our department, as in most departments of languages, the major is geared to literature and therefore this requirement is not likely to take place in the near future.

One of the big problems for such a course as ours has always been, of course, to find a text book to cover all the items mentioned. We found one in French, but not in Spanish. I have tried to read most of those published up to now, and have found some of them excellent, although not adequate for us. A constant feature in these books are the grammatical exercises and, in a course like ours, we cannot review grammar. If the student needs this review, then he or she does not belong in that class. On the other hand, there is also a lack of what we need, that is to say a collection of real or quasi-real situations for the students to solve. None of these books reproduces official documents, either, or deals with the definite rules regarding courtesy forms of address to people in higher levels of authority rules that must be enforced in Spanish, as in all the Romance languages.

It is always difficult to find a book that covers all the aspects of a very specific program; the best solution would probably be to write the book suitable for that program. And, in fact, that is what I thought when I began to teach this course, some twelve years ago. There is a proverb of ours that, loosely translated, says:"If you want to be comfortable, you should make your own bed." And so I did.

I prepared a collection of typed lessons, covering all the items demanded in our program, plus a complet summary of the economy of Spain and Spanish America, a chapter with a basic commercial vocabulary and a list of the more used abbreviations. We xerox these chapters every year and sell them to the students for the price of xeroxing.I use this text together with an excellent work book, "Cuaderno de español práctico comercial", by Paul Rivers. This is just a Cuaderno, a workbook, but as I said is an excellent complement.

Before ending this rather long presentation, I want to add that I will be glad to send the information about the Chamber exam to anyone interested. Thank you.

THE MADRID CHAMBER OF COMMERCE EXAMINATIONS AND THE BUSINESS-SPANISH CURRICULUM

by

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ED224320

"The Madrid Chamber of Commerce Exams and the Business-Spanish Curriculum" by Geoffrey M. Voght

As Spanish teachers responsible for the development of courses or programs aimed at preparing students capable of establishing and maintaining commercial contacts on our behalf, each of us must decide what skills and knowledge are pertinent. We must then incorporate these lexical and cultural items into our courses, hoping that students can assimilate information which will contribute to their becoming proficient and effective facilitators of business transactions of all types.

Once these basic decisions are made, we the teachers are responsible for developing adequate testing procedures to measure the success of our efforts, to identify weaknesses and make modifications in our course and program components where necessary. We must establish standards of expectation for various levels within our programs, and minimum skill levels and knowledge for our graduates. The existence of the Madrid Chamber of Commerce examinations is a significant step in this direction. Their creation provides an initial framework, or point of reference, for us. My purpose here is to describe these examinations and to comment on their usefulness.

The Cámara Oficial de Comercio e Industria de Madrid, in cooperation with the Escuela Oficial de Idiomas de Madrid, developed these examinations in commercial Spanish for foreigners several years ago, at the request of Professor Micaela Misiego of Douglass College (Rutgers University). The examinations exist on two different levels: the basic-level examination leads to the "Certificado de Español Comercial Básico", while successful candidates for the advanced-level test earn the "Diploma

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de Español Comercial". In the Spring of 1981, Eastern Michigan University became the exclusive testing center of these exams for a five-state region of the Midwest, including Michigan, Wisconsin, Illinois, Indiana and Ohio. Students wishing to qualify for either of the degrees awarded by the Madrid Chamber of Commerce and Industry may register through the Department of Foreign Languages and Bilingual Studies of Eastern Michigan University and present themselves early in May of each year on the EMU campus. Each test consists of a written part, sent from Madrid and returned there for grading, and an oral part created and graded by the faculty of Eastern Michigan University. A representative of the Madrid Chamber of Commerce and Industry will be present each year during the administration of the examinations.

The basic level examination consists of a twenty-five-minute oral test, and a written test lasting an hour and a half. During the oral part, the candidate must discuss for ten minutes, with a panel of professors, some topic related to current Spanish economics or industrial development. The student may choose and prepare this topic ahead of time. In addition, the panel will spend 15 additional minutes questioning the candidate orally on the administrative organization of businesses and on commercial-Spanish terminology. The written exam consists of three parts. The first is a twenty-minute dictation of a commercial text. Second, the student is given thirty minutes to compose a Spanish business letter on a specific topic. Finally, the student has 40 minutes to answer ten questions on topics relating to various aspects of business administration, from a list provided by the Chamber of Commerce in advance. The topics include, among others, the following: business organization, management, marketing, accounting, billing, commercial correspondence, and administrative services.

The advanced-level examination also consists of two parts--a thirty-five-minute oral test and a written test lasting one hour and forty-five minutes. During the oral part the candidate for the Diploma must converse for 15 minutes with the panel on a commercial topic of current interest in the Hispanic business world, which will be selected by the professors. In addition, the candidate is given a business reading which must be summarized briefly in oral form on the spot. Twenty minutes are given for this exercise. The written test has three parts. The candidate is given thirty minutes to read an article on a business-related topic and to write a summary of its main points which is no more than one-fourth the length of the original. Next, the candidate must compose a commercial document or letter on a given topic in thirty minutes. Finally, the candidate must answer ten questions on commercial law and the Spanish economy (forty-five minutes).

The existence of these examinations, and the Spanish Chamber of Commerce's obviously keen interest in promoting business-Spanish studies in the United States, presents us with several promising possibilities as we create courses and programs at our schools:

1) TWO LEVELS: The present sequence of business-Spanish courses at Eastern Michigan University dovetails very nicely with the two levels of proficiency for which students can be tested through the Madrid Chamber of Commerce. According to the current configuration of these courses, students will be sufficiently proficient in business Spanish to earn the "Certificado de Español Comercial Básico" after they have taken the first year of courses, on the third-year level (SPN 361-362). Theoretically, they will be able to complete successfully the examinations for the "Diploma de Español Comercial" (the advanced level) after the fourth-year courses (SPN 446-447); that is, after two full years of specialized training in commercial Spanish. We are attempting to gear our courses, therefore, to coordinate with the examinations. The first test of this theoretical coordination comes this May 3-4, when five EMU business-Spanish students will present themselves for the "Certificado" examinations.

2) FLEXIBILITY: The Madrid Chamber of Commerce officials with whom I have talked have repeatedly asked for my suggestions for modification of both the format and the contents of these examinations. As we develop our expertise, as we get more feedback from our graduates and from businesses, these examinations can evolve, continually reflecting our best understanding of real-world job requirements. The Chamber of Commerce's flexibility will permit both our program components and the titles from Madrid to reflect the actual situation

in the international business world.

3) JOB ADVANTAGE: When the existence of these two titles, the Certificado and the Diploma, becomes more widely known among businesses, students whose dossiers bost one or both will supposedly have an advantage in the job market over those students who do not have them. Part of our task, if we believe that these titles accurately reflect significant levels of skill in business Spanish, is to publicize their existence in the business world, not just in academia. If they indeed become highly-prized degrees, then schools whose programs offer the possibility of earning them will be able to attract students more effectively then those that do not.

4) INCENTIVE: The examinations from Madrid can serve as a very effective incentive to students, motivating them highly to do their very best to train themselves, with our help as partners working toward a common goal, to defend themselves successfully on these exams and to earn the title for which they are being tested. Eventually there will be, I am sure, a large number of colleges and universities all over this country where these examinations may be taken on a once-a-year basis. Schools wishing to approach the Chamber of Commerce in order to become officially-recognized as testing centers will have to demonstrate that their programs are sound and that their Foreign Language Departments are committed to this new direction of Spanish studies. Once this basic requirement is met, testing centers will be approved on a first-come, first-served basis. Those interested

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in exploring this possibility may contact:

Sr. Angel Verdasco
Secretario General
Cámara Oficial de Comercio
E Industria de Madrid
Huertas, 13
Madrid (Telephone: 429-3193)

In the mean time, I am pleased to announce that Professor Micaela Misiego and I will be organizing a committee to standardize these examinations for use at officially-designated testing centers all over this country. We will approach the American Association of Teachers of Spanish and Portuguese with the request to establish a Standing Committee to promote Business-Spanish and Business-Portuguese studies nationally. The first task of this committee will be to coordinate the examinations for the Certificado and the Diploma, making them a reliable and trustworthy standard of measure for those learners attempting to train themselves in this new field.

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ESSAYS ON THE DEVELOPMENT OF BUSINESS-SPANISH CURRICULA: PROCEEDINGS OF THE EMU CONFERENCE ON SPANISH FOR BILINGUAL CAREERS IN BUSINESS

Part Four

COOPERATIVE EDUCATION FOR BUSINESS SPANISH

ED224321

SPANISH FOR BUSINESS: BEYOND THE CLASSROOM EXPERIENCE

by

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Spanish for Business:
Beyond the Classroom Experience

As with any other instructional endeavour of higher education, the fulcrum of learning is and must continue to be the classroom experience. Yet, because of the nature and particular character of a course such as Spanish for Business, which seeks to provide a functional competency based on an accumulation of empirical knowledge, other facets of instruction and learning have to be considered. My own particular approach has been to extend the instructional parameter to encompass a practical, individual and direct experience in the form of an apprenticeship or internship with various industries, both domestically and abroad. This "practicum" oriented format allows the theoretical presentation to be complemented and enhanced by the field experience, while the classroom remains the nucleus of initial learning, discussion and reassessment of the practical experiences of each student.

The instructional approach I have followed is three-pronged: First is the initial theoretical mode. This is the preparatory background of historical, cultural and socio-political factors that serve as backdrop for commercial dealings in the Hispanic business world: i.e., protocol, etiquette, and other forms of professional business behaviour. Second is the "how to" mode; this encompasses everything from the presentation of specific vocabulary and terminology, to its application in business letters, setting appointments, interviews, marketing approaches, etc.. This would be the major aim of the classroom experience. Third, and perhaps the most important, is the placement of students as "interns" in the international or foreign office of available local industries, followed at the end of the term (when possible) by placement through AIESEC with companies all over Latin America and Spain. Local placement will vary according to geographic and demographic factors, but the AIESEC placement (for the summer, for example) remains readily available.

What I have called the "initial theoretical mode" corresponds to the "preview" stage of that basic pedagogical triad of which "view" and "review" are the other two components. Its function is to serve as a cultural preamble to the language. The criteria I have followed here is that the Spanish language of business manifest itself within a complex system of contextual intricacies and subtleties (historical, social, political and economic) which not only can modify the literal meaning of the word or concept, but drastically change it. In the past, disregard for the context in which the language appears has lead to incredible "faux pas" and outright disasters in international business deals. The introduction into the Latin American market of the automobile Nova -- which in Spanish, "no va," means it doesn't go -- may be the most innocent in a long list of linguistic and cultural blunders on the part of industry.

To be able to speak a language -- whether it is the language of business, of politics, or of everyday social interaction -- is not to simply be able to string words together in a coherent sentence. A language is more than a set of symbols arbitrarily chosen; it is thought, feelings, needs, fears, aspirations, prejudices and all the other human components that shape the soul of a people and form a particular culture. For these reasons, the "language" of business cannot be approached with a "dictionary-on-hand" mentality. Not only must the word be translated into its technical counterpart in the foreign language, but the context in which the word appears must also be translated, deciphered and understood.

The business industry has long ago realized -- often from bitter experience -- that foreign commercial interaction requires a basic understanding of the foreign culture as well. None the less, sometimes it ends up trying to sell ice to the Eskimos. The problem, as I see it, is one of inadequate linguistic training, for which we, as teachers of Spanish, are partly to blame. We have only recently realized that courses such as Spanish for Business are noticeably missing in our departmental curriculum; but we must further realize that, if we are to teach them well, we must approach the language primarily from a contextual point of view.

If we accept the premise that the technical language of business must be taught within the cultural and professional context which determines its function and usage, we must inevitably deal with the question of teachers' expertise. Obviously, we are experts in teaching the Spanish language, but how will we present the cultural context of business of which most of us know so little? Certainly, as our degrees in Spanish would seem to indicate, we know something of the Hispanic culture; but which among us would claim expertise of Spanish business customs, procedures, protocol, and other pertinent cultural intricacies of the immensely divergent Hispanic world of commerce? The available texts for the Spanish for Business courses -- even the few good ones I've seen -- only marginally or topically treat the contextual factors. This means that the teacher -- perhaps a distinguished scholar and a competent linguist, but neither a historian, sociologist, political scientist, nor businessman -- can be put in a situation of having to chose between a criminally negligent silence on such issues, or reach for an easily available generalization or stereotype.

As paradoxical as it may seem, to recognize our limitations in the teaching of such courses is to begin to realize our potential. The choice does not have to be between dispensing antiseptic, disembodied and dehumanized lists of technical commercial terminology, or venturing into the deadly quicksands of sweeping cultural generalizations and sterotypes. The solution is to go beyond the confines of our classrooms. Available to us is a wide variety of knowledgeable sourses: experienced colleagues in other departments, ambassadors, consular deputies of all sorts, experts at the Department of State, local Hispanic business-people and industries dealing with Spain and Latin America. All of them can provide us with an immense wealth of information not only in the form of brochures, newsletters, and other commercial literature, but in the form of personal interviews with our students or informal presentations on any given subject. The key is to not be afraid to appear ignorant of something, not to fear territorial encroachment by others -- specially when the betterment of our students is involved.

Having thus approached the initial theoretical mode, or "preview" stage, of my teaching strategy, we can now proceed with the "how to" mode or the "view" stage. Here we find ourselves navigating in more familiar waters. The text we have chosen is now of extreme importance, and because we have already sought the contextual factors beyond the text, the teacher and the classroom, we can now concentrate more profitably and with greater understanding on the presentation and exercise of specific vocabulary. My own experience in this case has been that, after hearing and speaking with those people that "speak" the Spanish language of business for a living, my students were more eager to learn and practice what they studied. The written words came alive for them, and they wished to implement them in their own lived-experience. To this end, I devised an opportunity.

Following the beyond-the-classroom principle, I assigned the following task. I randomly divided the class into three groups, each composing a company (production, transportation, and retailing), and the students were then asked to select and be responsible for a particular function of that company (direction, middle-management, sales, marketing, personnel, etc.). This allowed them to engage all the various forms and applications of vocabulary and processes discussed in the text or learned beyond the classroom. In addition, the companies were required not only to interact internally, but amongst each other (personal meetings out of class, telephone calls, business letters, etc.). Of all that they did, they were to keep records (letters, accounting, contracts, etc.) and give them to me as proof of their work at the end of the term. I was extremely impressed, and so were the Hispanic businessmen who saw their files; but more importantly, the students saw their learning as a personal and active process.

Like the initial theoretical mode or "preview" stage, the "how to" mode or "view" stage spanned the entire term of the course. For each chapter of the book we had a "preview", "view," and "review" stage. Thus, for example, on the chapter on planning and administration, we had specific presentations and discussions with the President and the Latin American region marketing manager of a prominent electronics company based locally. The same strategy was followed for the chapter on real estate, banking, etc., and the three basic steps were applied to each. In all cases I was able to secure the cooperation of well trained executives in reputable companies or institutions who were able to tell us of their personal trials and tribulations, and how they had to learn often from bitter experiences. These sessions gave way to a livelier learning experience -- and teaching! Needless to say, the students felt a sense of needed emulation which was in part channeled into the companies organized and run by them outside of class; but I had planned one step further.

We may study in a book the various motions and techniques of swimming, we may even pretend to be swimming as we move our limbs and practice strokes, but we will not have learned to swim until we are permitted to enter the water. My aspiration (and the "real fun" of the course, according to my students) was to go beyond the "initial theoretical mode" and the "how to" mode, and enter the realm of the direct experience. My criteria here is the same one we all apply when we encourage or advise students to visit, study or live there where the target language is spoken. In the case of the Spanish language of business, this meant residency (internships) with the business industry.

The task of organizing internships for my students, although very time consuming, was surprisingly simple. The business community, unlike many a reticent colleague, has long ago realized the need to train prospective businessmen-and-women beyond the language proficiency of every-day social interaction. For this reason, they were quite willing to facilitate their services and their companies to us. I had total placement with seven different industries having dealings with the Hispanic world. In point of fact, and much to my surprise, I had more companies than students with which to fill internships.

The internship program (non-remunerative, of course) should match as closely as possible the specialty or major of the student with the particular field and interests of the host company or corporation. This requires a pre-registration process, where the students are interviewed by the teacher and secure his approval to register for the course. Also, close cooperation with the students adviser and the preparation of an academic profile of each student would be advisable for more effective placement. Internships should begin about the third week of classes, although the initial screening for potential host-companies should have begun before the course is even listed. The local Chamber of Commerce listing of industries is a good starting place,because it lists the nature of the business and the countries with which the company deals. Normally, the response is good, given certain flexibility in schedule and the proper candidates.

The role of the students in their internships is not only to observe, but to participate directly -- albeit, in minimum risk assignments -- in the functioning of that company. My students worked with their host-companies a minimum of three and a maximum of ten hours per week. At the end of each week, a class-day was reserved for discussion and reassessment of what they had learned through their internships, how that complemented or conflicted with what they had learned in class, and how they could integrate all of this in the functioning of the ficticious companies they had organized. This third and most useful prong of my approach allowed me to integrate the "review" stage of my teaching method in a more interesting and effective manner.

As a result of the internship program, several of my students have been offered jobs for the summer, and a couple will go to work for the companies after they graduate this year. Other students, as a result of their experience, have a clearer understanding of what specific academic courses they will need to better prepare for their chosen careers. In all cases, the students felt that they had gained an invaluable sense of confidence in themselves and a greater understanding of the role of the Spanish language in business.

To further complement the internships during the course, I have encouraged my students to participate in AIESEC -- acronym which in French stands for the International Alliance of Students of Economic Sciences and Commerce. I am on the Board of Advisers of the Central Florida chapter, and having seen the internal workings of the Alliance, I consider it a most fruitful academic venture. It is entirely run by students, and its purpose is to plan, organize and provide for the exchange of international business internships all over the world.

The students working with, for, and through AIESEC are, in fact, working for themselves. Basically, they attempt to sell U. S. based companies and corporations the idea of "hiring a brain." A company in the United States accepts to hire and train a foreign student of their choosing for a period of time, in turn for which a similar foreign company must do the same for our students in the U. S. The salary they receive is commensurate with the cost of living, and the students do real work -- that is, they practice what they have studied. The entire process of AIESEC is, of itself, a valuable learning experience and affords students the chance of making many useful professional contacts as they learn about the companies they are attempting to enlist and as they speak with executives.

The program, approach, or teaching method I have thus far described is undoubtedly one of many possible routes to achieve the same end. However, not all roads lead to the same Rome. While I can only attest that going beyond the classroom has worked well for me, I do firmly believe that it is an indispensable step in up-grading the quality of teaching a Spanish for Business course. Of all the monsters, ghosts and goblins that inspire most of our pedagogical prejudices and fears, none is more dreaded than that "bete noire" of appearing to relinquish possession of our territorial domain: the classroom and our centripetal role within it. Unless we overcome this phobia, the approach I have outlined can not work.

Like wise parents who know that the apron-strings -- like the umbilical cord once before -- must be cut or the child will strangle himself on them, we must also be good teachers who know what our students need and try to provide it -- even if we are not the ones directly providing. We may not be able to go beyond the classroom, the text or the teacher in a class of literature or language, but what teacher would not like to invite the aid of the author in teaching his work, or send a student to a Spanish-speaking country if he or she could do so? I do not call for limiting the role of the teacher, but to enhance it. The benefits, as I see them, are two-fold. On the one hand, by going beyond the classroom experience we lift the burden of business "expertise from the language teacher and place it with the more competent business-person whose experiences -- to my knowledge -- have not as yet found their way into text-books for such courses as we endeavour to teach. By doing this, the language teacher is free to concentrate all his efforts and energies towards the learning of terminology and its application. On the other hand, by incorporating the "field" or "on site" experience into a broader definition of the class-course, the student gains insight not only into things pertinent directly to the subject-matter and his academic performance, but he also gains a rare advantage in his or her preparation for real life "outside", in a business career.

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THE INTERNATIONAL COOPERATIVE EDUCATION EXCHANGE CONSORTIUM OF EASTERN MICHIGAN UNIVERSITY

by

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FL013358

Paper: "International Cooperative Education Exchange Program of Eastern Michigan University"

by: Ray Schaub

EMU Conference on Spanish for Bilingual Careers in Business. March 18, 1982.

As Geoff and I already pointed out in our presentations yesterday, one very important ingredient in our two business language programs is professional training, which we call cooperative education. We require one full-time domestic or foreign professional training assignment of at least four months' duration for the Language and International Trade degree, and recommend it for the degree in Business German, French, and Spanish. For our students who are adequately qualified, we arrange foreign professional training assignments in Germany, France, and Spain through our International Cooperative Education Exchange Program.

Our International Exchange Program has been one of the main reasons for our rapid growth in the last three years. It has also begun to generate higher foreign language enrollments in local high schools, where students want to develop the required advanced foreign language competencies in order to participate in our exchange program.

We exchange students with the Professional University of Nuertingen and the Carl Duisberg Society in Germany, with the Paris Business School, the Rouen Business School in Normandy, and with the Center for Instruction and Research in Management near Nice on the French Riviera. In 1982 we will exchange our first students with the Universidad de Complutense in Madrid. While on assignment our students work full-time in salaried business administrative professional training positions, and also receive academic instruction at the sponsoring business school. The primary stress, however, is placed on the internship. We have obtained very positive results in the three-year test phase of our program which has just been completed: firstly because our students have been highly qualified and motivated to begin with, and secondly because this kind of intensive total immersion, hands-on learning experience is ideal for language training and for developing cultural sensitivity and professional expertise, all of which contributes much to their success once our students start in the firm. Of the 56 students who have participated in the exchange over the last 3 years 50 have been evaluated so far, and 48 of them have received good to excellent evaluations from their employers.

Let me summarize for you briefly here the qualifications we set for student nominees to the exchange.

1. Language Proficiency:

   While we do not require our students to have near-native fluency in their respective foreign language, they must have sufficient syntactical and lexical command of the language and must have received adequate instruction specifically in the business language to perform competently in their professional training positions. In general terms, the students' language proficiency should at least be equivalent to the minimum professional proficiency ratings in speaking and reading (i.e., levels 3/3) as defined by the U.S. Foreign Service Institute, and formulated as follows:

Speaking: The student is able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. He can discuss particular interests and special fields of competence with reasonable ease; his comprehension is quite complete for a normal rate of speech; his vocabulary is broad enough that he rarely has to grope for a word; his accent may be obviously foreign; his control of grammar is good; his errors never interfere with understanding and rarely disturb the native speaker.

Reading: The student is able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his special field. He can grasp the essentials of articles of these types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. He has occasional difficulty with unusually complex structures and low-frequency idioms.

2. Academic Preparation in Business and Economics:

As a general rule, our students must have completed at least six courses (18 semester hours) in one or more business operational areas (accounting, finance, management, marketing, data processing etc.) and at least basic instruction in macro- and microeconomics.

3. Professional Experience:

In order to qualify for an exchange assignment, the student must have had some form of significant previous work experience in an actual business setting (in one or more firms), usually of at least six months' duration.

4. Personal Qualifications:

The student nominee must demonstrate a level of personal responsibility and maturity adequate to justify complete confidence in his ability to fulfill his obligations to the foreign business school and the foreign business firm, and to cope with living in a foreign culture.

5. Residence Requirement:

The student must have successfully completed at least one year of academic study at the parent institution before being nominated for an exchange assignment.

Our program has several clear advantages as an exchange program: we tie in directly to the internship programs already in place at our partner schools, thereby significantly reducing our own program costs which are limited primarily to placing foreign exchange students in U.S. firms; also our students are not confronted by the typical immigration and employment problems faced by students who want to work abroad, because they are officially enrolled at the sponsoring foreign school as students, not as regular employees in the labor force; and lastly, we are able to utilize our foreign exchange students in our own instructional program at Eastern Michigan.

The firms which have participated in our program so far include Mercedes-Benz, Hewlett-Packard and Bosch-Junkers in Germany; Renault, General Motors and the Société Générale de Surveillance in France; Ford, the Bechtel Power Corporation and Gould, Inc. in the U.S. We hope to place our first Spanish exchange student with Upjohn Pharmaceuticals in Madrid. Other co-op positions have been arranged with banks, a public accounting firm, wholesale and retail firms, a management consulting company, high technology and technology transfer firms, and an electric utility company. In these firms our students have worked in the organizational areas of accounting, finance, data processing, internal and external auditing, marketing, import/export, personnel, production planning, administrative services, business planning and sales. While our students pay all travel costs themselves as well as a $500 exchange program fee to Eastern Michigan, overall costs are relatively low, because we stipulate that all employers must provide co-op salaries at least adequate to pay normal living expenses throughout the student's work assignment. And so far we have been able to arrange co-op salaries somewhat higher than basic living costs with most employers.

Because student enrollment in our advanced classes at Eastern Michigan can sometimes vary significantly from term to term, while student participation in the exchange must nevertheless be kept relatively stable, we have set up a consortial linking arrangement with language departments at other U.S. universities to increase the pool of qualified students for the exchange program. German departments at MIT and Rutgers were the first to join our program. In the next two years we plan to include other language departments at New York University, Tufts, SUNY at Stony Brook, the Nazareth College of Rochester, Northeastern University, Purdue, California State University at Fullerton and Long Beach, Washington University in St. Louis, the Universities of Florida, Rhode Island and West Virginia and perhaps others. The first consortium student from MIT has had particular success related to his exchange assignment in a German management consulting firm from June to December, 1980; he was admitted last winter to Harvard Business School and, according to the student, one important factor in his being admitted was his successful participation in our program, which signified to his interviewers his maturity and ability to achieve in an international environment.

We are currently planning to add several new dimensions to our exchange programs. We want to initiate multilateral exchanges where our students who are competent in more than one foreign language can be sent to co-op positions in more than one foreign country. Also we plan to send U.S. foreign language teachers to professional training positions abroad in order to enhance their knowledge of the business language and professional environment of the foreign country. Similarly, we hope to exchange business professionals who want to work and study in the foreign country to improve their international business expertise.

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And last but not least, we need to develop through the contacts we have established for our exchange program a base of corporate funding in order to be more free of the fluctuations of government higher education budgets. The three-year grant which we received this year from the Fund for the Improvement of Post-Secondary Education of the Department of Education should allow us to bring the exchange program to full implementation in two or three years. By then we hope to be able to generate most of our own financial support through program fees and corporate grants.